PB82-235847

Public Education and Information Manual for Noise

(U.S.) Environmental Protection Agency
Washington, DC

Jun 80

U.S. Department of Commerce
National Technical Information Service
NTIS

PB82-235847

EPA 550/9-80-401

Public Education and Information Manual for Noise

REPRODUCED BY
NATIONAL TECHNICAL
INFORMATION SERVICE
U.S. DEPARTMENT OF COMMERCE
SPRINGFIELD, VA. 22161

United States
Environmental Protection
Agency

Office of Noise
Abatement and Control
Washington, DC 20460

EPA 500/9-80-401
June 1980

Noise

EPA

Public Education and Information Manual for Noise

Control Number _____

PERMISSION IS GRANTED TO REPRODUCE
THIS MATERIAL WITHOUT FURTHER CLEARANCE

50272-101

REPORT DOCUMENTATION PAGE	1. REPORT NO. EPA 550/9-80-401	2.	3. Recipient's Accession No. PB82 235847
4. Title and Subtitle PUBLIC EDUCATION AND INFORMATION MANUAL FOR NOISE			5. Report Date JUNE 1980
			6.
7. Author(s)			8. Performing Organization Rept. No.
9. Performing Organization Name and Address			10. Project/Task/Work Unit No.
			11. Contract(C) or Grant(G) No. (C) (G)
12. Sponsoring Organization Name and Address U. S. ENVIRONMENTAL PROTECTION AGENCY OFFICE OF NOISE ABATEMENT & CONTROL WASHINGTON D.C. 20460			13. Type of Report & Period Covered
			14.

15. Supplementary Notes

16. Abstract (Limit: 200 words)

This manual is designed to assist with the implementation of a State and/or local noise control public education and information program. The purposes of the program are:
a) To increase the awareness and knowledge levels of the general public with respect to the potentially harmful health effects of excessive noise and the effects of noise on their quality of life.
b) To foster and promote locally and individually iniciated noise control actions.
c) To motivate and generate the support of the general public, public/private agencies and organizations, groups and associations for the increased role of State and local governments in noise control and abatement.
d) To encourage citizens to participate in the design and implementation of local noise control efforts.

17. Document Analysis a. Descriptors

Noise Control
Noise Abatement
Education & Information on Noise

b. Identifiers/Open-Ended Terms

c. COSATI Field/Group

Availability Statement	19. Security Class (This Report) Unclassified	21. No. of Pages 100
	20. Security Class (This Page)	22. Price

(See ANSI-Z39.18) See Instructions on Reverse

OPTIONAL FORM 272 (4-77) (Formerly NTIS-35) Department of Commerce

(a)

TABLE OF CONTENTS

Chapter		Page
I.	**GETTING STARTED**	1
	Objectives Of The Public Education and Information Program	2
II.	**NEIGHBORHOOD AND COMMUNITY-BASED ORGANIZATIONS**	4
	Identification	5
	Gaining Access	6
	Enlistment Of Groups	8
	Volunteers	9
	Older Americans	10
III.	**LOCAL GOVERNMENT**	13
	Identification	14
	Gaining Access	15
	Foster Communication	17
	Assistance to Other Agencies	17
IV.	**THE QUIET SCHOOL PROGRAM**	18
	Gaining Access	19
	The Hearing Test Program	20
	Curriculum Modules	21
	The Quiet Driver Program/Student Motor Vehicle Testing Program	22
	Teacher Orientation	23
	Facility Noise Evaluation	24
	Additional Program Activities	24
V.	**MEDIA**	27
	TELEVISION	27
	Gaining Access	28
	Public Service Announcements	29
	News Coverage	29
	Production Assistance	30
	Timing	31
	Support Assistance	32
	RADIO	32
	Gaining Access	33
	Talk/Call-in Shows	33
	Emcee Assistance	34
	Production	34
	Timing	34

TABLE OF CONTENTS (Continued)

Chapter		Page
	PRINT	35
	Gaining Access	35
	Contributions	36
	Deadlines	36
	Letters to the Editor	37
	Getting the Story Told	37
	Columnists	37
	The Day Book	37
	Press Services	38
	Freelance Writers	38
	Stringers	38
	YOUR OWN MEDIA DEVELOPMENT	39
	Movies	39
	Slide/Sound Shows	39
	Printed Materials	40
	Pamphlets/Brochures	40
	Bumper Stickers	40
	Posters	41
	Government Publications/Productions	41
VI.	**EVENT PLANNING AND COORDINATION**	42
	Goals And Objectives	43
	Publicity	43
	Agenda Planning	43
	Media Action	44
	Logistics	44
	Sponsorship	44
	Meetings	45
	Coordination	45
	Committees	45
	TIPS AND SUGGESTIONS	
VII.	**APPENDIX A—Support Materials**	51
VIII.	**APPENDIX B—Resources**	83

I.
GETTING STARTED

This manual is written to you—the person in the local government who has been given the responsibility of educating the public on noise effects and control. You may be new to noise control and/or new to the public education and information aspects of a program. This manual is designed to assist you with the implementation of a State and/or local noise control public education and information program. The purposes of the program are:

- To increase the awareness and knowledge levels of the general public with respect to the potentially harmful health effects of excessive noise and the effects of noise on their quality of life

- To foster and promote locally and individuall initiated noise control actions—especially those which can be taken by individual citizens within the context of their daily lives at home and at work to reduce noise exposures for themselves and their neighbors.

- To motivate and generate the support of the general public, public/ private agencies and organizations, groups, and associations for the increased role of States and locales in noise control and abatement.

- To encourage citizens to participate in the design and implementation of local noise control efforts.

Noise and noisy surroundings are important issues that require adequate State and local attention. This growing concern among Americans can be adequately demonstrated by the following:

- In November 1978, the Gallup Organization conducted a survey to determine urban residents' attitudes towards environmental issues. Noise pollution was second only to water pollution as the most serious environmental problem. 57% of the respondents indicated that noise was a more serious problem than it was 5 years ago.

- In a survey conducted by the Harris Organization, published in July of 1978, 57% of those interviewed believed that curbing noise pollution was a very important factor in improving their quality of life.

- Since 1973, the Department of Housing and Urban Development has conducted an Annual Housing Survey. During the years 1973-76, noise was ranked consistently number one as the most frequently mentioned undesirable condition in residential neighborhoods. In 1977, noise was mentioned three times as often as crime.

(Appendix A: Gallup, Harris and HUD Surveys)

OBJECTIVES OF THE PUBLIC EDUCATION AND INFORMATION PROGRAM

Clearly, noise is a public concern. This concern for a quieter environment needs a better educated and informed public to deal effectively with this concern. To accomplish the objectives of a noise education and information program, support is needed from communities, neighborhoods, organizations, local governments and individuals. These objectives are:

- To gain understanding and acceptance of the need for a noise program by neighborhoods, communities, schools, institutionally based organizations/agencies, and the media;

- To gain the support and to blend the resources and capabilities of those organizations and agencies to deliver the education and information program;
- To provide information for the maintenance and continuation of a coordinated and effective local program, and

- To provide available noise information and educational materials (and new materials as available) to various agencies and organizations to help stimulate citizen actions aimed at reducing their noise exposure and that of their neighbors.

This manual has been designed to assist you in achieving those requirements. It suggests that the establishment of strong working relationships with other agencies, organizations, and media outlets are keys to a successful program. These relationships are crucial and should be developed as soon as possible and to the extent possible; they should be maintained on a continuing basis.

The recommendations contained in this manual are by no means exhaustive. They reflect a general approach to take in the implementation of a noise public education and information program in your community. You will need to localize the suggestions and recommendations. The manual identifies some of the helpful organizations, agencies, and officials. Most communities will not have the exact names and titles used in this manual. Therefore, it will be necessary for you to determine the counterparts within your community.

A strong public education and information program suggests a high degree of public relations-type activity and endeavor. The success of the program will depend on the degree of enthusiasm with which you approach it and on the seriousness with which you establish your working relationships. No opportunity to promote public education and information however slight, should be overlooked.

The critical performance factors for this program are:

- enthusiasm
- cooperation
- coordination
- attention to detail
- follow-through
- persistence

Good public education programs do not just happen. Careful planning, design and execution are the keys for effectiveness. In many cases, the simple approach can be more effective than an overly ambitious program. You will have to determine which type of program your office can handle, depending on available staff, budget and other resources.

Planning requires the involvement of a great number of people, hopefully with the same kind of commitment and enthusiasm you demonstrate. Plan on cooperation and coordination. However, be aware that good intentions and promises for help do not always become a reality.

You might consider making a list to identify the functions of the different developmental stages of your noise public education and information program. This list could serve to give people choices and would enable you to match people's capabilities with the various jobs or functions. You might find someone willing to do anything—he/she can be used to complete the functions otherwise left undone.

Always be ready to capitalize on any unexpected opportunities, such as offers for additional assistance. Although these individuals may not express interest in public education and information initially, they could end up as your best workers and program supporters.

Recognize that it may take some time for your efforts to pay off—do not become discouraged and above all, do not expect total success. The public education and information program will pick up momentum, and through your continued efforts and with the cooperation of others, the program will progress and become a reality.

II.
NEIGHBORHOOD AND COMMUNITY-BASED ORGANIZATIONS

Noise is a community problem. Local neighborhood and community-based organizations are essential to the development of an effective public education and information program in noise control and abatement. Conversely, many government (Federal, State, and local) programs falter and sometimes die because they do not enlist community support through their representative groups and organizations.

Until recently, local noise control efforts have been either nonexistent or so spotty and fragmented that there has been little opportunity to evaluate the problem nationally. Under current fiscal restraints, many cities cannot afford one man-year for a noise program, let alone one man-year for the noise education effort.

Complaints are handled routinely by many different local departments and agencies. Citizens in many communities do not know where they should report a noise problem.

By enlisting the support and participation of local neighborhood and community-based groups and organizations, you will be providing them with a communication link that may not have previously existed.

Neighborhood groups and community-based organizations represent a valuable resource for your program. They are sources of volunteer personnel assistance. You will find volunteers with diversified backgrounds and talent ready to assist you in your projects and programs. These groups are normally comprised of active, concerned, and dedicated citizens who care about the quality of life and the quality of their environment. They have vested interests in their living and working space, and through their organizations are more apt to make their concerns known to local decisionmakers than those individuals not associated with an organization. We have all seen these groups and organizations within our communities. They are the people who donate their time and talent for blood banks, eye banks, relief funds, the community chest, cancer drives, voter registrations, Christmas charities, and countless other worthy causes. They recruit membership from within the community or neighborhood with a view toward making their part of the world a safer and better place in which to live and work. They volunteer their time and resources to assist with neighborhood and community programs just like yours. For this reason, *the importance of community groups and organizations cannot be overemphasized.*

IDENTIFICATION

The following list provides the names of the most prevalent community-based organizations that historically have dealt with quality-of-life problems and programs, including noise:

- Lions International, Inc.
- Kiwanis Club
- Sertoma International (Service to Mankind)
- Rotary Club
- League of Women Voters
- Parent-Teachers Association
- Veterans of Foreign Wars of the U.S.
- American Legion
- Boy/Girl Scouts of America
- National Retired Teachers Association/American Association of Retired Persons
- National Urban League, Inc.
- League of Cities
- Chamber of Commerce
- Junior Chamber of Commerce (Jaycees)
- Izaak Walton League of America
- Audubon Naturalist Society
- Labor Unions
- Professional Associations (Medical, Otological, Hearing, Gerontological, Architectural, Urban Planners, Engineers)

The above list is not a complete listing of all community-based organizations. As there are far too many to itemize, this list is merely a starting point of reference for the user of this manual. On the other hand, neighborhood commissions, advisory councils, and organizations are too varied and diverse among the thousands of neighborhoods and communities in the United States to list them separately. They are organized along many different lines ranging from neighborhood improvement to business development and, from tenants associations to landlord organizations. For the most part, they are indigenous to their own neighborhoods and can most easily be located by using the telephone Yellow Pages under the heading of 'Associations' or 'Clubs'.

To identify correctly the most active health and environmentally-minded neighborhood and community organizations you may consult with staff members or staff from other government agencies. Keep up with your local media coverage—radio, television and print—to see which organizations actively are involved in community activities. This will also give you an idea of the the level of support you might expect for public education and information from a particular organization.

GAINING ACCESS

After you have identified those neighborhood and community groups and organizations that might assist you in the noise education and information program, *you must gain their support and participation.*

Initial contact with each group should be either by letter (preferable, in most cases) or by telephone. The letter should emphasize the quality-of-life issue, the health effects of noise and the need for effective local control of noise sources. Stress the fact that one citizen, or group of citizens, concerned about noise and its adverse effects can do a lot to reduce and abate environmental noise levels everywhere, including home and work sites; and, can help others to become concerned and committed to self determined noise control actions. Specifically, citizens need not rely on the actions of government to accomplish noise reduction in many areas, especially in the home, in the neighborhood and at work.

The letter may make reference to a local leading citizen who is supportive of the program concept. If possible, a person of this stature should accompany you to the initial meeting to convey the importance of the issue at hand and the need to implement an effective noise education program. By enlisting the support of such a person, you will be demonstrating the credibility of your program.

The first meeting might take one of several forms. You might want to meet individually with each chairperson or president of the various organizations. Although the advantage of such a procedure is obvious, a major disadvantage exists: individual meetings are time consuming. Your 'reputable person' is busy and probably would be unavailable to participate in individual meetings with organization heads. Consider suggesting a few group meetings between you and the decisionmakers of the various groups whose support you need.

First impressions are important. Your initial meeting (with each group or individual) can make the difference between an effective local program and a mediocre program. There are a number of things you should keep in mind when planning a meeting. They include:

Location—your place or mine: Unless you are making a formal presentatation, suggest an informal setting—over lunch or whatever is appropriate in your community. If you are making a formal presentation, be certain that the room is adequate for the requirements of your presentation.

Points to be made: At the national level, the adverse health effects of noise are very real considerations. They are important at the local level as well but coequal with other issues such as quality of life, neighborhood attractiveness or lack thereof, and resolution of specific noise problems.

Remember that you will be visiting with individuals and groups without strong backgrounds in noise abatement and control, and you must have strong reasons for your program using local concerns and understandable issues as a basis. You might concentrate on the safety and health effects issues pertaining to noise but also highlight the following:

a) *Urban decay*. Noise has been identified as a source of urban decay or blight. As noise increases, the quality of a neighborhood, and in some cases entire communities, deteriorates.

b) Desire for a noise-free neighborhood. Many people, according to the HUD, Gallup, and Harris surveys, desire quieter communities and use this as a primary criteria for living in a certain locale.

c) *Economic considerations*. Noise costs money in terms of property values, potential deterioration and restoration of neighborhoods and business areas. The quality of life in an urban setting is seriously affected by noise. Similarly, those people living on fixed incomes (especially the elderly and low-income citizens) find it hard to escape from noisy surroundings. Often they cannot move to quiet neighborhoods because of the economic implications of such a move.

d) *Citizen action*. Unlike other pollutants, noise is an environmental area where individuals can have a significant impact. This is true within the home and within neighborhoods and communities where noise sources lend themselves to voluntary solutions.

Use of data. You should use HUD, Gallup, Harris and Census surveys to help you in your discussions on the noise issue with neighborhood and community-based organizations. They are included in Appendix A.

Try to point out specific noise problems or sources within a neighborhood or community. Once the need for noise control and/or abatement has been established, reinforce that need by providing relevant information. Your comments should be succinct. Provide data that supports your claim that excessive noise is harmful to people as well as wildlife and pets. Stress that studies show noise adversely affects learning in students of all ages. *Explain the purpose of your meeting*. A successful education and information program needs the continuing support of community organizations. By supporting the program, these groups will be providing a valuable public service.

Materials: A presentation can be enhanced by the effective use of print and audiovisual materials. Films, slide/tape shows, and print materials are available through EPA and other sources. *The materials you use for your presentation or as handouts should be relevant to the group you are addressing*. For example, information on sponsoring a community hearing test program might have more appeal to a local community service

organization like a Hearing and Speech Association than would a technical report on aircraft noise. Likewise, a neighborhood organization would react more favorably to information on a neighborhood Quiet Day or motor vehicle passby test than it would to a noise fundamentals training workshop for safety engineers.

Recommendations: During the meeting, or as a result of the meeting, attempt to establish a formal relationship between your office and the organization designed to develop project-specific activities and program linkages. *Suggest projects* which capitalize on the purpose of the organization, such as; hearing and hearing testing projects with the Lions Club or the Sertoma whose interests focus on hearing protection and conservation. If the organization can see itself playing a unique role in the program for which it will receive appropriate recognition, it will be easier to obtain an enthusiastic response. *Determine a key person with whom you can work.* Try to establish a cooperative programming network whereby you can assist the groups in their efforts to *sponsor* and coordinate noise education and information *activities* and they can provide volunteers and support personnel from their membership to assist you. Remember that members of community service organizations are established, well respected citizens of the community. They might be able to provide you with access to government leaders or media representatives. *Keep an open mind to the experiences of others so you can effectively enlist their assistance.*

ENLISTMENT OF GROUPS

Community and neighborhood organizations represent a motivating resource in today's world. Community service organizations are generally firmly established and have an active local membership. By obtaining a commitment for assistance for your program, you will, in essence, be increasing your staff size. To enlist support of local groups, you should take the following steps:

- Periodically obtain agenda time at meetings.
- Insert items in organization newsletters.
- Determine who the active members are and contact them.
- Maintain a constant two-way flow of information.
- Establish an advisory council with representatives from several organizations.
- Hold periodic planning meetings with both single- and multiple-group participation.

- After describing what is available, encourage local groups to develop new noise education and information materials relevant to their members, their local situation or interest.

- Encourage each group to include your program in events sponsored by them (for example: health fairs, conventions, shopping mall activities, etc.)

Evaluate the capabilities and interests of each group. By knowing the group, you will be able to recommend specific activities for each group. A wide range of options is available. Provide information on the following activities—and others that you identify—to the appropriate groups:

- Quiet day, weekend, or week

- Hearing tests

- Student motor vehicle testing program

- School poster campaigns/contests

- Button and bumper sticker distribution

- Brochure printing and distribution

- Television and radio 'spot' sponsorship

- Other activities you or the organizations identify

Remember, noise is an unwanted and almost constant companion that is becoming more and more intrusive on our daily lives. All community organizations have one thing in common: they are influenced by the residents of the community; they are the local community. Ideally, local government is also influenced by the residents of the community.

Enlist community organizations and you can build an effective citizen base to influence local government decisions relating to solving local noise problems.

VOLUNTEERS

A significant source of personnel and staff resources can be generated from among volunteers within the community and neighborhood organizations and from within municipal/local government. For the most part, these are individuals who are concerned

with the public good and contribute to that good whenever possible. Therefore, recruitment of their time and talents on a volunteer basis is desirable. *Recruit volunteers wherever and in every way possible.*

The neighborhood and community-based organizations in the previous section, as well as employees of local government, often donate time to public-oriented projects. *The significant factor in the neighborhood and community organizations is that they often donate their time as a group compared to individual efforts.*

Certainly, when you solicit the participation and cooperation of the neighborhood and community organizations, you will be doing so with their volunteer, unpaid efforts in mind. In that light, you should also explore with those organizations the concept of more extensive volunteer efforts by either the entire group or its individuals. *You should ask for volunteers to assist you with certain aspects of the program as you need them.* A good example would be for you to request the local chapter of the National Retired Teachers' Association/American Association of Retired Persons to provide your office with volunteer assistance in planning the Quiet Day program for your municipality.

You need not restrict your requests for volunteers to the neighborhood and community organizations. Local government employees, in many cases, are equally as willing to assist in a program such as yours. More often than not, they bring talent and expertise with them that may not be available elsewhere in the community. For this reason, *you need to be particularly attuned to the use of volunteers in your program and you should locate sources of volunteer aid as soon as possible.*

OLDER AMERICANS

For additional assistance, you might consider the use of older American programs which provide employment opportunities for senior citizens in many communities.

Senior citizens employed under Title V of the Older Americans Act can be brought directly into city (or State) government in 'host' positions established by State or local government personnel agencies. You may wish to inquire about the availability of such personnel from one or more of the National Contractors managing this program for the U.S. Department of Labor. The following organizations operate such programs throughout various States and cities depending upon their contract with the Department of Labor. We recommend that you contact one or more of them to determine if and how they can assist you.

Green Thumb, Inc.
1012 14th Street, N.W.
Washington, D.C. 20005
(202) 628-9774
Contact: Mr. John Baker

National Council on The Aging
1828 L Street, N.W.
Washington, D.C. 20036
(202) 223-6250
Contact: Mr. Don Davis

National Retired Teachers Association/
American Association of Retired Persons
1909 K Street, N.W.
Washington, D.C. 20049
(202) 872-4700
Contact: Mr. Glen Northup

National Council of Senior Citizens
1511 K Street, N.W.
Washington, D.C. 20005
(202) 347-8800
Contact: Mr. Lou Ravin

National Association for Spanish Speaking Elderly
3875 Wilshire Boulevard, Suite 401
Los Agneles, California 90010
Contact: Ms. Carmela G. Lacaya

National Urban League, Inc.
500 East 62nd Street
New York, New York 10021
Contact: Ms. Janet Zobel

National Center on the Black Aged, Inc.
1424 K Street, N.W.
Washington, D.C. 20005
Contact: Mr. Edward C. Wallace

In addition, each State Agency on Aging operates similar employment programs funded under the same Act. They also may be able to assist you in locating and employing older Americans for your programs.

In addition to the program sponsors mentioned above, ACTION operates Older Americans Volunteer Programs in all 50 States. Projects for volunteers depend on the needs of individual communities. For further information, you can contact the Area ACTION Office located in each State or:

ACTION
Older Americans Volunteer Program
806 Connecticut Avenue NW
Washington, D.C. 20505
Tel: (202) 254-7605 or 254-7606

How do you keep the volunteers coming back? Very simply, by providing a *positive work experience*. Volunteers should be made to feel part of the organization. They need to feel that what they are doing is important; they should be encouraged. Volunteers should also be given responsibility for specific assignments and challenged to do their best. *Remember many volunteer efforts fail due to a lack of direction or sense of accomplishment*. Others fail because the tasks or jobs are less than meaningful. Be certain that the volunteers you recruit will have proper supervision, direction and are engaged in activities that materially contribute to the objectives of the public education and information program.

A final note on volunteers: *Listen to what they have to say!* The volunteer is there because he/she wants to contribute and their contribution will likely mean increased visability in the noise program.

III.
LOCAL GOVERNMENT

Local government—with its sources of personnel assistance and expertise in technical and nontechnical fields—should be a source of support for a local noise education and information program. In this light, the local government can be a cooperative partner with neighborhood and community-based organizations in the conduct of such a project.

Inasmuch as you are a part of your local government, *your role and objectives in this area are to enlist the support and cooperation as well as coordination of other departments and agencies as well as your own.* It may be necessary in the future for your office to recommend legislation as may be necessary for the implementation of an effective noise control and abatement program in concert with your public education and information activity.

Your local government sets forth local policy. The many departments and agencies at the local level can be valuable allies in your effort to establish an effective noise education and information program. However, local departments and agencies have historically approached noise from within their own spheres of reference. Very often there has been little in the way of interagency cooperation and coordination of noise complaints, responses, and adjudication. *Ideally, the local government should sort out the various levels of responsibility and jurisdiction in the noise area and establish a network of responsible officials and offices within the local governmental structure to handle noise problems.* You can contribute materially to that objective by your effort to establish the public education and information program for noise.

Other government departments or agencies can assist you by:

- helping you to develop and print effective noise education and information materials for the public
- including noise education and information programs in their annual media plans (e.g., radio talk shows)
- maintaining a two-way flow of information—know their regular publications and contact information, and
- working closely with you to ensure that their office disseminates as much noise education and information, as possible.

IDENTIFICATION

The approach to take to foster cooperation with various government entities is similar to that used with community and neighborhood organizations. You must identify the staff, resources, and available technicians within the government infrastructure whose area of responsibility crosses yours. You must identify the departments or agencies that have or should have noise education, control and abatement interests.

The following list identifies some government entities and their link to your program. (Keep in mind that these names may differ from community to community.) You may be aware of others which are not mentioned here:

The Mayor's Office. Mayoral support and participation in noise education and information activities essentially guarantees local media coverage. *Keep your mayor involved and visible when possible and you will increase local awareness of the program.*

Health and Sanitation. When speaking with health department officials, stress the personal and occupational health and welfare aspects of environmental noise. Encourage a hearing screening test program for county and city residents as well as school children.

Transportation. Transportation systems are major sources of noise in urban areas. Noise barriers and funds for barriers are often available, if needed, through the State Department of Transportation.

Planning and Zoning Departments. The noise impact on people can often be controlled by careful planning and zoning. Focus on the need for noise considerations in landuse planning. Some zoning officers are noise enforcers. Check out community roles!

Animal Control. The city pound or Humane Society have an interest in controlling the number of domestic animals and their noise, as well as in the other potentially destructive effects of unleased or roving animals.

Port Authority. Many cities and communities have local authorities that oversee local airports, shipping and water commerce. There are distinct noise implications in the operation of such facilities.

Safety Inspections. Many cities have local agencies which deal with occupational and other safety issues including noise. These agencies usually inspect and/or license the operations of local industry and business for compliance with Federal, State and/or local regulations.

Schools—See Section IV—School based noise problems can be controlled through site planning, design, education, and/or reduced through noise abatement procedures. For instance, HUD/DOE Weatherization programs can include soundproofing.

Parks and Recreation. Noise intruding *on* some forms of recreation is disturbing; noise intruding *from* some forms of recreation is disturbing. Effective local noise control can lead to more relaxing and pleasant recreational experiences.

Area Agencies on Aging. Older citizens are particularly affected by noise and hearing loss. They often cannot afford to move from noise impacted inner cities to quieter suburban or rural areas.

Police. Enforcement is part of any noise control effort. Seminars and workshops in the areas of monitoring, enforcement, and complaint response are most appropriate.

Noise complaint response is one area to discuss when speaking with officials of each department listed above. If you are not already coordinating noise complaint efforts, stress the need to do so. Without a coordinated effort, local government officials will not know the full extent of the problem—or the number of noise complaints received in your community (State). *Emphasize the need to collate complaint information and distribute the data to each department*. One advantage of collating noise complaints is that you can furnish collected figures to city decisionmakers (mayor, city council members, representatives, etc.). Fragmented complaint numbers from one department will not have the same impact as the aggregate numbers from all departments.

GAINING ACCESS

As a member of local government you have an opportunity to gain the access to other government officials. The contacts you have in your office may be able to open these doors for you. Check with your supervisor before you proceed to contact other agencies. He/she may know key personnel and may be able to give you helpful tips in approaching these individuals or agencies.

Most government officials at the local level are unaware of the magnitude of community noise problems. However, they probably are aware of personal noise problems such as a neighbor's home entertainment (TV, stereo, radios, etc.) a barking dog, or a passing car with a loud muffler. In fact, *a major reason local officials are unaware of the extent of the local noise problem is the decentralized noise complaint response system used in most communities*. Complaints are recorded by the receiving agency and unshared with other agencies.

The following scenario is provided for those individuals who are not yet familiar with the intricacies of their local government.

- *Initial contact should be by letter* to each agency/office head. The letter addresses the need for a community noise education and information program emphasizing the quality of life, health, safety, and learning difficulties associated with excessive noise; and the need for effective locally and individually initiated noise abatement actions.

- *Establish the need for a meeting to provide information* on your program and how it can
  (a) stimulate citizen actions to reduce environmental noise by describing and suggesting things that citizens can do to prevent and reduce noise by themselves, in concert with other citizens and through local government,
  (b) help reduce noise within the community,
  (c) assist other departments and agencies with their noise responsibilities, and
  (d) maintain/improve the quality of life in their local jurisdiction.

- The meeting(s) can either be a *joint presentation* to each department head or representative, or a meeting to which a number of department heads, or their representatives, are invited. If possible, bring an individual to the meeting(s) with you who can answer technical questions or who can assist with making your case, should you not feel comfortable to 'go it alone.' However, once you have established your credibility and the credibility of your program, you should try to meet personally with each of the respective agency/ organization heads.

- Design the meeting to *provide specific information* to increase the participants' sensitivity to the issue and problems created by excessive noise. Address specific interest areas and provide pertinent information on the control and abatement of noise. Discuss financial considerations both from an actual cost standpoint and from the benefit side of the issue—*less noise means increased property values, thus increased tax revenues.* In addition, you should be able to discuss the impact of the improvements in health and welfare and quality-of-life factors within the city resulting from reduction of environmental noise levels.

If you have not made a lot of public presentations, you may want to have talking points, statistics, etc. on 3 x 5 cards to maintain your train of thought and to build your confidence level.

A number of case histories on local noise abatement and control efforts are available from EPA (Appendix B List of Staff Resources). You might consider presenting one of the case histories—or invite a noise expert from one of those communities or a community with an ongoing program to assist you. Such a person may be made available through EPA's ECHO (Each Community Helps Others) Program. Contact the EPA Regional Office nearest you for further information (Appendix A).

Other materials that might be helpful include:

- Appropriate movies or slide/tape presentations
- Sample public service announcements
- Sample Quiet Day proclamation
- Sample posters

- Information on the ECHO Program
- Information on the Quiet School Program
  - Elementary Level
  - Secondary Level
  - Hearing Test Program
  - Student Motor Vehicle Testing Program
- Other appropriate materials designed by you

Here again, remember to present materials appropriate to the person or agency with whom you are talking.

FOSTER COMMUNICATION

To coordinate an effective local noise education and information program, you must foster communication among the agencies. Information on local activities and problems should be shared with you. It would be excellent if you could gain the following commitments from the various local government departments/agencies/offices:

- Cooperation with neighborhood and community-based organizations in
  a. conducting specific projects and programs to reduce noise, and
  b. developing and disseminating education and information materials on noise to the public

- Cooperation and coordination with your office in information dissemination

- Technical and other forms of assistance in conducting your program

- Participation in the events and projects planned for the public education/information program *to the extent possible,* and

- Contributions of staff time and resources in conducting your public education and information program.

ASSISTANCE TO OTHER AGENCIES

You and your office should be ready to provide assistance to other government agencies and departments to maintain their interest and participation in the program. You might make specific suggestions as to areas in which you can provide assistance. Examples are:

- Publications
- Equipment
- Speakers

IV.
QUIET SCHOOL PROGRAM

School programs and school-based programs are one of the most important features of a comprehensive noise public education and information program. *In many communities throughout the United States, schools represent the single-most important focal point for community activities and community life.* Other reasons for school-based programs follow:

- Through the *local education/school community*, you can reach children and, perhaps, modify noisy behavior and begin to develop a noise ethic for teens and preteens as a means to promote self-initiated, individual and group actions to reduce noise.

- *Teachers and school administrators* place a high value on quiet. One cannot teach or learn in a noisy environment. This makes teachers and school administrators sensitive and also receptive to a Quiet School Program.

- *Teachers' organizations* are very influential community organizations and should be provided with information necessary for them to make informed judgments relative to noise and its control through education.

- *Parents* will be involved since children take home most of the materials they receive in school; therefore, you are creating the potential for parental interest and motivation—especially if it is considered to be in the best interests of the student.

- *Parent-Teacher Associations* (PTA) reflect the views and interest of parents and teachers as they relate to the local school system. They can exert a powerful influence on school administrators.

Education on the health and welfare benefits of noise control and the need to improve quality of life, has a long-term effect as students become adults raised with an appreciation for quiet.

The Quiet School Program is an educational concept developed by EPA. It is the umbrella under which certain aspects of noise in the school environment are incorporated and addressed in a comprehensive fashion. The Quiet School Program is a very desirable feature of your community education and information activities due to its nature and implications to the entire community. In addition, a Quiet School Program may be undertaken in whole or in part depending on local conditions and needs. The basic elements of the Quiet School Program are:

- The Hearing Test Program
- Elementary Student Noise Workbook and Teacher's Guide
- Secondary Noise Workbook for Teachers
- The Quiet Driver Program/Student Motor Vehicle Testing Program
- Facility Noise Evaluation
- Teacher Orientation

To establish or enhance one or more of the elements of the Quiet School Program within a school system or district, you need to develop a similar approach to the school administrators as you have for the neighborhood and community organizations and for local government. *You need to identify the key school officials. Contact them and tell them what school materials you have and give them reasons they should be involved in a Quiet School Program.* Tell them that increased attention to noise and its control is important to student/teacher health and well-being, as well as important to a conducive learning environment within the schools. You will need to emphasize the same items you stressed to the neighborhood and community-based organizations and local government officials while adding the impacts on school systems and districts. Further, the Quiet School Program becomes supportive of other disciplines in its implementation; for example, students skills in reading, math, social studies, health are all put into use and, as a result, can be reinforced by the Quiet School Program.

The following scenario is provided as general guidance for users of this manual who may not have the background experience to undertake a school program, 'on-the-run.'

GAINING ACCESS

To maximize the effectiveness of your involvement with the Quiet School Program, *one of the first individuals you should meet with is the local superintendent of schools.* You will be attempting to secure the superintendent's endorsement of the public education and information program for noise and the Quiet School Program that you wish to be initiated within the local school system. Again, it may be helpful for you to take a local 'expert' (an audiologist, a school nurse or a citizen who is active in civic or school programs and projects). You, of course, will be representing your office or agency's commitment to noise education.

Depending on the size of the school district, the superintendent will, in all probability, suggest further contacts for you to make. Once you have secured the superintendent's endorsement for your activity, you can make those contacts with a degree of assuredness of cooperation. You are attempting to gain the acceptance and cooperation of the school district in developing a school-based noise education and information activity as part of your overall program. This large part of your program should be treated with care and diplomacy.

The further contacts that the superintendent may suggest will include:

- School principals
- Subject area coordinators
- Individual teachers
- Special services (e.g., nurse, audiologist)

If the superintendent omits any of these during your conversation, feel free to suggest them and their possible role in your program. Other areas you could focus on are: science and health, driver education, social studies, shop and mechanics, home economics, band and music classes.

In some cases you may already know a superintendent, principal or key teacher; they may make your job easier.

THE HEARING TEST PROGRAM

One of the primary requisites to learning is good hearing. We know that among other things, *noise disrupts the educational process* and may hinder the development of language skills in children. Recent studies indicate that noise can be a contributing factor to hypertension in children.

Social surveys indicate that although most school systems conduct hearing tests, generally children and their parents are not adequately informed of the importance of these tests. Since it was felt that there was a great need to help educate children about the harmful effects of too much noise and what can be done to protect their hearing, EPA in collaboration with the American Speech, Language and Hearing Association, developed three student brochures designed to be given to specific age groups at the time of the school hearing screening test. They are:

- "Noise and Your Hearing" (Kindergarten through 3rd Grade)
- "Hear Here" (Grade 4 through 6)
- "Think Quietly About Noise" (Grade 7 and Up)

As noise levels increase, the need to educate our children becomes more urgent and these hearing test brochures can do much to create a public awareness of the effects of noise (Appendix B).

One of the most important aspects of a Quiet School Program is the Hearing Test Program. Initially, you should determine when your local school system gives hearing tests and how they are administered. If your local school system gives hearing screening tests, you should attempt to introduce noise materials such as the above-mentioned brochures and accompanying teaching materials or other suitable information. If the

local school system has a Hearing Test Program, and assuming that you have successfully gained the acceptance and support of the superintendent of schools (having given him the suggested dissemination or strategy plan), you should have him identify a hearing test program coordinator and those individuals who you will need to work with to supplement the hearing screening program. These will possibly include the school nurse, school audiologist (in larger systems), and the principal. If a program already exists, determine the coordination. It could be operated by a local clinic or a professional or hearing organization. You will need to work with the coordinator. *This is a professional area, so you should not try to accomplish the establishment or expansion of a Hearing Test Program by yourself. Make certain that you have adequate local professional assistance.*

The first step should be a *student orientation* to the hearing test. Students need to be informed of the reasons and purpose of the hearing test. Background teaching materials giving additional noise educational information are included with the Hearing Test Program (Appendix B). The orientation need not be any longer than 10-15 minutes.

Since students, for the most part, do not know or cannot appreciate the importance of hearing tests, these brochures were developed to be given before or after the tests. They could serve to reinforce the teacher in announcing the tests to her class, as they provide helpful information on noise and its effects on hearing and learning. *We hope the brochures will be taken home by the student and given to his/her parents to read.*

The hearing test itself consists of a hearing screening test that is administered to students to determine their level of hearing or possible loss of hearing. The tests should be administered by qualified individuals at regular intervals. Most States have laws requiring hearing screening tests for students and most often these tests are given at the beginning of the school year. If not, the tests or other special activities could be given to coincide with Better Hearing and Speech Month, which occurs in May of each year. It is necessary for many large school systems to give hearing tests throughout the entire school year.

CURRICULUM MODULES

Curriculum modules have been developed that serve to increase the awareness and educate the students about noise,its effects on hearing, and what students can do at home, in school and elsewhere to reduce noise levels. These have been developed for elementary and secondary school levels. Individual teachers have wide latitude with respect to curricula use and lesson planning within their outlined curriculum. Suggest, when possible, to curriculum or subject area coordinators that time be earmarked for teaching the noise modules. These materials, which are available for use through EPA (Appendix B), include:

- *Sounds Alive*—an elementary school module with teacher's guide

- *Preparing for a Quieter Tomorrow*—a junior and senior high school teaching guide for noise

- Noise elementary teaching materials from the Darlington, England Quiet Experiment

In most cases, it is difficult to get curricula or curriculum modules adopted for use in any school or school system. There are State requirements and locally established requirements that must be addressed and satisfied. *You should bear in mind that the noise modules are highly complementary to and compatible with regular school subjects*, such as health, science and math, and can be used in conjunction with other curricula for those subjects. You will need to talk to the school officials and recommend that they adopt the modules for use. The school officials you need to talk to include:

- The superintendent of schools
- School principals
- Subject area/curriculum coordinator(s)
- Individual teachers

THE QUIET DRIVER PROGRAM/STUDENT MOTOR VEHICLE TESTING PROGRAM

The Quiet Driver Program: The quiet driver activity as approached here deals principally with the development of a quiet driver ethic among those students who take driver education in school. Quiet driving needs to be emphasized in harmony with other principles of safe, courteous driving. They go together well.

Students need to know what the local laws are with respect to operation of a vehicle that is noisy or that causes noise through improper operation. In many locales, noisy driving and noisy vehicles are in direct violation of local laws and are punishable by fine or impoundment of the vehicle, or both.

You should take steps with the local school system(s) to introduce the quiet driving ethic to the driver education programs as part of the Quiet School Program.

The Student Motor Vehicle Testing Program: If you want to make a strong impact on noisy student driven autos, schedule a motor vehicle noise compliance test at a local school. If you have a local ordinance, this is an excellent education/media opportunity. Students will be given an opportunity to have the noise level of their cars checked without the threat of receiving a citation or ticket if they are in violation of the local ordinance.

Seven key elements to this activity follow:

- Obtain assistance from the driver education instructor/teacher to organize and promote the tests.
- Involve the school mechanics/shop teacher as well as the driver education instructor for the purpose of informing him/her, and students of the program.
- Involve the local police who will be able to take student motor vehicle noise measurements at various locations on and around the school grounds.
- Notify the media of the upcoming event.
- Advise students whose vehicles fail the test, on how to remedy the problem; in fact, the vehicle may be repaired in the school's automobile shop.
- Discuss muffler construction and how they work.
- Advise students how to select and purchase proper mufflers.

For information on procedures used in Des Moines, Iowa in conducting such a program contact: Barry Vossler, Zoning Officer, City Hall, East First and Locust Streets, Des Moines, Iowa 50307.

TEACHER ORIENTATION

The training and sensitization of teachers to noise and noise teaching materials can be accomplished by directly approaching the teachers or by gaining agenda time at the annual teacher's meetings and in-service training workshops conducted by most school districts/systems. As stated before, *teachers are interested in student learning abilities plus quiet educational environments*. Therefore, you should approach teachers in the same manner as suggested for approaching the other officials in the school system.

When you discuss the noise program with teachers, bear in mind that they have the ultimate control of the classroom and of most student learning situations. It makes good sense to establish strong relationships with the teachers involved in the Quiet School Program. You should enlist their support for your program and as much of their volunteer time as possible. If they are properly approached, you will find that both teachers and parents are valuable allies in this undertaking.

FACILITY NOISE EVALUATION

The essential task associated with the facility noise evaluation is to gain the acceptance of the school administration with respect to the need for such an activity. The facility noise evaluation is a means by which the entire physical plant can be checked for noise levels which may inhibit teaching and learning or which might present problems to the school environment and/or neighborhood.

You will, in all probability, be referred to the school engineer, safety officer, or physical plant superintendent for this project. Once you have the acceptance of the administration with respect to the evaluation, or problem identification, the engineer or plant superintendent can be most helpful.

Similarly to the periodic fire and safety inspections conducted within schools and school buildings, a facility noise evaluation is a series of noise measurements conducted by a cognizant, responsible individual or agency such as yours. If size of the facility presents a problem, it might be beneficial to solicit assistance of a volunteer or civic organization, including the Parent Teacher Associations. *The PTA is in an excellent position to provide you with the asistance you might need to implement this or other elements of the Quiet School Program, or distinct elements of such a program.*

Determine which local agencies actually conduct the fire and safety inspections to see if one of those might be willing to include the facility noise evaluation as part of their regular activity.

A science teacher may be the overall coordinator of this project with students assisting as part of their elective science experiments. Involve student council representatives; they will help foster the 'Quiet School' concept.

School noise problems are twofold. First are the problems generated within the school environs such as shops, cafeterias, bands, classrooms, dances, and athletic events and secondly, are those noise problems which are generated from outside the school and which intrude on the school environment such as airports, airplanes, trains, motor vehicles and industry. In this light, soundproofing recommendations may be appropriate as part of the evaluation report.

Finally, the facility noise evaluation need not be restricted to the school day but might also include measurements conducted at school and school-based functions such as athletic events, dances and other extracurricular activities.

ADDITIONAL PROGRAM ACTIVITIES

Aside from the basic elements of the Quiet School Program, there are numerous school-based activities and projects that can reinforce your program and the Quiet School Program. *Your program will have a stronger impact in the community if you can*

generate additional activities within the school system. Schools and school systems are vibrant focal points for the community. You need the kind of enthusiasm for your public education and information program that students and their institutions can provide.

Following is a list of optional activities. They can be part of your overall program or part of a school-based program.

Quiet Buses: Clearly, a noisy school bus interior presents a safety hazard for everyone. Many school systems have adopted behavior codes for children riding school buses. In addition, the effects of a noisy ride to school have the potential of spilling over into the early school hours and creating discipline and learning problems. The answer rests in a disciplined, orderly, well behaved ridership and on the acoustical integrity of the interior of the bus. Interior bus noises can be reduced through a) proper maintenance, and b) installing new and/or additional insulation in buses. You should recommend both through your program. Also, the PTA can be helpful here; you should approach them with the concept of quiet buses to enhance the teaching/learning environment.

Noisy bus exteriors are not only a nuisance to neighborhoods and schools alike, but they also produce a negative image on the school system. Proper maintenance of buses will go far toward eliminating exterior noise emissions.

Movies, film strips and sound/slide shows can be used individually or as supportive materials for curriculum modules.

Posters-Buttons-Signs: Any promotional items that tell the story or get the Quiet School message across should be used.

Quiet School Day or Week: This is an observance of quiet that perhaps should take place during the month of May (Better Hearing and Speech Month) or in concert with the local community Quiet Day or Week. Materials and further information on Better Hearing and Speech Month can be obtained from the Better Hearing Institute, 1430 K Street, N.W., Washington, D.C. 20013 (See Chapter VI: Events for more information on Quiet Day activities.)

Health and science fairs are a natural link-up to the newest environmental pollutant, noise. You might have an information booth or display at a fair to distribute information, make presentations, show slides and take requests for additional information. Displays for this purpose may be borrowed from EPA by contacting the nearest EPA Regional Noise Office (Appendix A).

Contests: Poster-Essay-Poetry-Slogan-Photography: Many kinds of contests can be designed around the noise education and control theme. They can be held in conjunction with your Quiet Day/ Week at the school or community level. Prizes can be savings bonds or donations from civic organizations or local merchants.

The purpose of a Quiet School Program is to provide noise related education and informational materials to school administrators, teachers and students that will promote:

- *An awareness of the harmful effects of excessive noise.*
- *Self-help remedial noise abatement actions within the school community.*
- *A quieter learning environment, and*
- *An appreciation for a quieter world.*

V.
MEDIA

Perhaps the most important elements of an effective noise public education and information program in your community is the media. In this context, we refer to mass media outlets that are available within or near your community. These include:

- Television
- Radio
- Print

It is important to keep in mind that some forms of the media enjoy keen competition for their services among public agencies, whereas others must seek out clients. Large television and radio stations usually fall under the former category. While costs skyrocket, more and more emphasis is placed on getting the most out of the media. *Therefore, it is essential for you to know what media outlets are best suited for a noise public education/information program and how they work.*

TELEVISION

Basically, there are four kinds of television stations. The first is network affiliated and, normally, community based. The second is entirely local without major network affiliation. You are interested in reaching both audiences. A third type, which is noncommercial and, therefore, separate from the first two, is public television. You should also be interested in this form of television outlet because it may be more immediately responsive to your needs. A fourth type is cable television.

Cable television is one of the fastest growing segments of the United States communications industry. For the most part, cable companies are unhampered by many of the traditional regulations regarding programming and scheduling that constrain network and independent stations and systems. For this reason, cable television can be much more creative and inventive in its approach to public service.

The make-up of cable companies is complex as is the nature of the services which they could provide. You should endeavor to contact the management of your regional cable company. If you are unable to locate them, you should contact the National Cable Television Association, 918 16th Street N.W., Washington, D.C. 20006.

Keep in mind that cable T.V. does not broadcast over the air waves. It is broadcast through coaxial cables which go directly into the home. Some stations are designed strictly for cable while others are network affiliates. In addition, many cable companies maintain public interest programming and outlets. Therefore, your approach to the cable company would be the same as it is for any other television station.

Caution: In each form of television, you must be able to articulate your needs as precisely as possible. The competition for television air time is very keen. You should have a good understanding about what you can provide to establish your relationship more firmly.

Television stations are managed just like any other business. The station manager is normally the chief operating officer within the facility and is responsible for the day-to-day management of the station. You should become acquainted with the top-level officials that report to the station manager. They are the:

- News director
- Director of public service, and
- Director of public relations

Your contacts with the media are important. Start with the station manager; he will identify key staff to contact.

GAINING ACCESS

Approaching the station manager can be accomplished in one of several ways. You may have a friend or associate who personally knows the manager and who might arrange an appointment for you; if not, you can contact the manager by telephone or by letter. In most cases, the station manager will be happy to talk to you. The station manager is not the functioning individual with whom you will need to interact frequently; *your contact with the station manager should be a courtesy call designed to gain general acceptance of your program*. Next turn your attention to the officials listed above or other specific persons the station manager has recommended. Again, when visiting the station manager and other station personnel, it might be beneficial for you to bring someone with you who has an established reputation in the field of noise control. This individual will lend credibility to your presentation and discussions.

In your discussions with station personnel, key elements that should be articulated are:

- health and welfare effects of noise
- strong personal interest people have in noise subjects
- quality of life concerns

We repeat: *the two primary interest points that you have to promote in your noise public education and information program are (1) the health effects issue and (2) the fact that people are very interested in noise subjects and will respond favorably to noise information.* Since you will be competing with many worthy causes and organizations for air time, you will need to highlight the hazards of uncontrolled noise and the need for positive actions on the part of concerned, informed citizens and groups as early in the

conversation as possible. Experiences all over the country with call-in TV and radio shows have demonstrated that people are very aware of the noise around them and like to talk and hear about its effects and what can be done about it.

Once you have established the seriousness of noise in the conversation, and the benefits of noise-related programming to the media, you need to quickly move on to your program and its goals and objectives. These should be stated clearly and succinctly. Having completed this, you should be able to articulate your needs to the station manager and request his 'go ahead' to approach the operating personnel for assistance. Assure the station manager that you will keep him or her informed of your progress in the noise project.

Your program needs can be summarized as follows:

- Public service announcement air time
- Hard and soft news coverage of your program/events
- Production assistance for public service announcements

PUBLIC SERVICE ANNOUNCEMENTS

Public Service Announcements (PSA's) are a requirement of the Federal Communications Commission (FCC). The FCC requires that the broadcast media be responsive to the needs of the community in which they reside or service. Part of that responsiveness is the provision of free air time for announcements that are in the public interest. In addition, most stations have an editorial policy that allows responsible spokespersons to respond to television editorials or to issues of the day. Frequently an editorial director is employed for that specific purpose. However, the PSA is more important to your program. You should immediately aim at gaining acceptance as a provider of PSA's. Most local government agencies have that status already. The crucial factor is the use of that status to the fullest. *Determine who establishes PSA priorities and meet with this individual.*

NEWS COVERAGE

Depending on the size of your community and on the event that you are planning, you should make arrangements for coverage (pre- and postpublicity) in the form of news. Since you will be sponsoring a program that is news-worthy, you need to determine a schedule of activities that can be considered hard or soft news.

Hard news is that which is based on an event or occurance that is of general, timely, and relevant interest. Example:

"200 Summonses Issued in Recent
Police Crackdown on Noisy Cars"

Soft news is that which is more of a feature, human interest, or unusual nature. Example:

"Local High School Students to
Participate in Quiet Day Activities"

You need to gain access to news coverage through the office of the station manager. Once you have convinced the station manager of the worthiness and timeliness of your program, establish yourself and your program with the other station officials recommended to you. You will need to make a similar presentation to them as you did to the station manager.

By maintaining a proper information flow from your office to the local media outlets, you can ensure coverage by several if not all of them.

- Keep it simple;
- Know your subject;
- Be explicit;
- Follow through.

PRODUCTION ASSISTANCE

The U.S. Environmental Protection Agency (EPA) has developed a limited number of television PSA's with localized trailers. A trailer is a segment of the announcement that follows the main body and identifies your program or suggests where people can write for more information or other similar actions. In many instances, this will suffice for your PSA's. In other instances, you may feel the need to develop your own announcement and/or trailer best suited to your local needs or to the stations requirements. For this reason, you should request information on availability of production assistance from the station in the event you decide to work on your own announcements and trailers.

It will be helpful for you to have specific suggestions *before* you go to the TV station.

Materials for your announcements can be gathered from various sources. EPA publications are prime sources, as are university research laboratories and other public and private organizations with an interest in hearing conservation. In developing your

own announcements, use still background pictures over which a voice can be taped. For example, a poster depicting the human ear is presently available from EPA. You might develop an announcement using a camera on the poster and a voice on the tape. This could save you time and money. EPA will also provide additional materials as they are developed.

One of the crucial aspects of a PSA is the voice or individual who presents the announcement or spot. The voice should be as professional as possible. Only in the case of using a well-known local figure such as a city council member or a local official should you consider a voice that is not professional. Local celebrities are normally happy to provide their names to, or appear on, public service spots for worthy causes. It keeps them in front of the public eye. *Ask a local celebrity to assist you* by appearing in your own PSA.

Should the local television station be unable to provide you with the production assistance you need, contact a public high school or local community college for help. Many secondary and post-secondary schools (community colleges, universities, etc.) have some production and playback capacity for television. If you are working on a school-based program, you should have no problems arranging for the use of the equipment. Often students majoring in communications will assist you, at no cost, in developing your PSA. Speak to the communications department chairman or other school official.

TIMING

Timing or scheduling is of great importance to ensure adequate television coverage for your program and its events. In your initial planning, you should develop a schedule of events and milestones that are newsworthy. Keep in mind that the month of May is a high impact month inasmuch as it is Better Hearing and Speech Month. Since noise ties directly in with hearing, you might try to plan as many events for this month as possible without jeopardizing your program's overall objectives or schedule.

Provide your activity schedule to the contacts you have developed at the television stations, especially the news director and the director of public service activities. Most stations need this kind of advance information to coordinate their assignments and coverage of activities. *You will be doing yourself a favor if you have a planned schedule of events with you.*

Reminder: There is great value to your program in establishing a working relationship with the director of public affairs at the station. He can provide you with additional coverage and one-time media event coverage that might otherwise go unnoticed. For example, if a station finds that it has extra time in its weekly schedule for programming, the

public affairs director may suggest a public service use of that air time. If you have developed that working relationship, the station *might* provide you with extra time for an on-the-air discussion of your program, a talk show interview, extra PSA's, or any other air time that might be available.

SUPPORT ASSISTANCE

Once you have gained support for your program on the part of stations by obtaining PSA time from them, you will need to be able to respond to the mail and/or telephone calls that result from those announcements. Consider who will be available to respond to calls or letters and with what. You will need to be well stocked with noise materials for mailing, have the funds for postage, and be able to handle the inquiries expeditiously. Recorded messages are not recommended. Either have your public information office handle such requests or recruit individuals to handle them for you such as retired persons—older Americans who are eligible for such work under the Senior Community Service Employment Program (Title V of the Older Americans Act, Chapter II.) Check with your neighborhood and community-based organizations to see if you can recruit the volunteer efforts of one or more persons to help you with information dissemination.

RADIO

There are more radio stations than television stations in any given community, and radio is more flexible and innovative in its ability to assist publicly oriented projects such as yours. There are several types of radio broadcast stations. They include:

- AM stations—usually the most listened to stations in the market area, received on the AM band
- FM station—more specialized stations with a smaller number of listeners, received on the FM band
- university/college-based stations—usually on the FM band

The size of the various types of stations differs almost as greatly as their programming. Essentially, there are large, medium, and small stations within any community. Since there are more outlets for this medium, the competition for listeners is keener. For this reason, radio stations can be tremendously helpful to programs such as yours.

The management of a radio station depends on its size. The larger stations have personnel with similar titles as those in television—for example, station manager, news director, public affairs director, public service director and program director. Your approach to them should be exactly the same as your approach to the television station officials. Your response will, however, be quite different.

GAINING ACCESS

You should begin by contacting the station manager and then the remainder of the officials of the station; your conversations will be similar. Your program needs are virtually the same and include:

- Public service air time
- News coverage
- Production assistance

The beauty of radio is that as an audio medium, it is not as expensive as television. Radio has a more personal involvement in public projects. Often, radio stations will take a very active part in a public program. Some radio stations participate in activities such as:

- Health programs
- Talk shows for newsmakers/health resources
- Call-in shows
- Promotional contests
- Emcee services

These types of services are available from radio, especially local radio, which, again, has to report to the FCC on their level of community service and involvement. We recommend that you approach your local radio stations with a view towards recruiting their services in the above-mentioned areas. For example, your community may sponsor a Quiet Day. Radio stations can set up remote broadcasts from outside their studios. It may be that aside from any news coverage they provide for Quiet Day, the radio station might be able to broadcast from the center of the day's activities, such as the city park.

Radio stations often become involved in community programs by sponsoring events or featuring activities. Try to get one or more of your local stations involved in that aspect of your public education/information program. After all, *good hearing is essential to good radio listening.*

TALK/CALL-IN SHOWS

Many radio stations have talk shows and call-in shows. You should try to have a spokesperson for your program become a guest on one or more of these shows to further publicize your program. Stations not only provide that service, they even advertise the appearance of guests in advance of air time. These shows are an excellent vehicle for public involvement in an activity. They provide an open forum for citizens to speak their minds on local issues and problems. Experience has shown that many people will call in to talk about noise because it is a subject they feel confident about expressing

themselves. A good talk show or call-in show is worth its weight in gold for public education and information programs. *You should 'prepare' those persons who will represent you (if not yourself) for the talk show or the call-in show.* Have a list of the best questions and answers available for the moderator. This allows you to steer the conversation towards more meaningful subject areas. Also this format will *allow you to detail some self-help noise abatement actions the individual citizen can initiate on his/her own.*

EMCEE ASSISTANCE

Radio station announcers often make themselves available as emcees for local activities. Explore this with your local stations and their management. For example, you might use the services of a local announcer to:

- Emcee Quiet Day cereemonies
- Host contest awards
- Moderate panel discussions
- Record PSA's

PRODUCTION

Radio production differs vastly from television production. Production of PSA's for radio is not a difficult job. When you approach a radio station, it would be helpful if you took samples of the PSA's you want them to air. They can be recorded on almost any cassette recorder for broadcast quality. If you do not bring the recorded announcements with you, at least bring a sample of a script you want to have recorded. Many stations will record from scripts provided by clients for PSA's. Remember that just like television announcements, you will need to make arrangements to have someone respond to calls and letters. Have public information materials available.

TIMING

Timing is as important to radio as it is to other forms of media. You should plan the same schedule of events and activities for your local radio stations as you do for television. In this way, the station can help you publicize an event as well as get it on-the-spot coverage. Maintain a strong flow of information to both radio and television station personnel as far in advance as possible. Follow up on your visits to station personnel with telephone calls. Make sure that your materials arrive on time and that they are in usable form.

PRINT

Print is a third form of media. Coupled with television and radio, the printed media is capable of providing news and additional impetus to your noise education and information program. It can greatly strengthen your program. As with television and radio, *you should know what a printed publication has to offer your program and what you need from it. You should also be aware of the access points in print media.*

The print media has several subdivisions within a community. Most communities possess one or more of the following:

- Daily newspaper(s) with supplements
- Weekly newspaper(s)
- Monthly publication(s)
- Community and neighborhood news magazines
- Community and neighborhood shopping guides

GAINING ACCESS

You should approach the print media in almost the same fashion as you would the broadcast media—through the individual in charge of the publication, either directly or by means of an intermediary. Remember that you are looking for a 'go ahead' from the official in charge—nothing more. You will need to work with editors and writers during the course of your program. The titles of the individuals you should contact differ slightly from the broadcast media. They include:

- Publisher
- Editor-in-chief
- Managing editor
- News editor
- Feature editor
- Reporter and writers on environment issues
- Reporters and writers on education

Your approach is dual: You will need 'ink space,' and you will attempt to gain editorial/management support. With respect to the news stories, feature stories, and articles you will want on your program and its events, you should work directly with the environmental writers and reporters—except in the case of smaller publications where the editor and writer are one and the same person. With respect to editorial/management support, you will need the support of the editors and the publishers. *The better your relationship is with the publication officials, the better your chances are of getting printed editorial support on the editorial page.*

You are not likely to get much assistance from the print media other than pre-event publicity and on-the-spot news coverage, unless it comes in the form of a feature article by a staff reporter or writer. For this reason, you should call on those persons responsible for news and features within the print media. They will make the writing and reporting assignments to staff writers and reporters. Such activities are not generally of interest to large daily papers. It would be beneficial for you to explore just how a local publication can assist you in the way of promotional materials for your program. The success of your exploration will depend on the space and other limitations of the publication.

News coverage is the forte of the written media. Your program will be news, without question. You need to maintain a constant information flow from your office to the local media outlets on your coming events and news items. You are looking for pre-event publicity and on-the-spot coverage. Therefore, you should keep the print media as informed as the broadcast media outlets. Supplying them with photographs is an excellent way for the newspaper to provide advance publicity for your program without assigning a lot of copy to it. *A photograph and caption without copy are more likely to find their way into print than a long-running article,* especially if the photograph and caption can tell the whole story by themselves. For example, a picture of the mayor signing the Quiet Day proclamation with a descriptive caption is all that is necessary to see the event makes the front page, rather than get buried in the city section with a long-winded article. A story might follow the picture on another occasion.

CONTRIBUTIONS

Another suggestion is that you consider writing a news article for the paper yourself. Very often, smaller daily and weekly publications find it difficult to stretch their personnel resources. If you supply them with a story you have written, it is possible that the piece can be edited and run. This saves the publisher time and money.

As always, the press release is the primary method of spreading a news event's coverage to the media. Press releases are written in news style and distributed by mail to local outlets. The same press release will suffice for both broadcast and print media. *Press releases are not flowery in language—they contain hard facts, clear concise sentences, and some quotations.* When sending a press release to the media, be sure to include an 8 x 10 black-and-white set of photographs, if you have them.

DEADLINES

Be very conscious of deadlines. Reporters and writers have deadlines just as the broadcast media—only more strict. Daily papers usually have an evening deadline for morning editions. Afternoon papers usually have a mid- to late-morning deadline. Weeklies usually have a deadline 2 or 3 days before publication, whereas monthlies have a normal 2-week deadline. Be sure to check the copy deadlines of your local publications in advance.

Try to gain the interest of the publication officials in your program. Your main approach should be through the quality-of-life, health and safety aspects of excessive noise, as well as practical and helpful suggestions for citizens on how they, as individuals, can reduce noise levels. Again, this is the reason for your program and could become the reason a printed publication joins with you in the effort. *If you succeed in generating the interest of the publication, you can depend on it to assist you.*

LETTERS TO THE EDITOR

One way of using the print media is through the "Letters to the Editor" column. Such a column appears regularly in most publications. You should encourage responsible and reputable spokespersons to write letters to the editor concerning noise and/or noise problems and the need for an effective local response. If used properly, *the 'letters' section of the paper can become a valuable tool to you and your program.* Keep in mind, though, that the letters should be positive in tone. Controversial letters provoke responses, so be careful of what and how you write.

GETTING THE STORY TOLD

Another way of using the print media is to have your story told at as many news events as possible. If a notable public figure is giving a talk that will be covered by the press, try to get that individual to give some time to your program. For example, if the director of the Health Department is talking to the Lions Club, try to get the director to discuss the noise issue and the need for more public awareness and education. This will find its way into print.

COLUMNISTS

Establishing and maintaining relationships with reporters and writers of feature materials will also be helpful. Many of these persons are given free reign by their publications to work in areas that are of interest to them. Columnists, for example, have almost limitless latitude for their columns. *Large and small papers and publications have staff people who may have a primary interest in your program area or in the environment or health.* These people should be identified and contacted. However, you should be careful not to give the impression of attempting to influence the news. *Reporters pride themselves on their objectivity. Merely try to be informative and helpful.*

THE DAY BOOK

The major wire services are networks of regional and area input offices. In the United States, the wire services are dominated by the Associated Press (AP) and by United Press International (UPI). Both services maintain area and regional 'Day Books'

that are reminder methods for upcoming news events and feature events. Many publications rely solely on the AP or UPI for their papers while adding local color and news. The Day Book is an excellent opportunity for you to get your program publicized, since publications/subscribers use much of the material contained in the Day Book. You should contact your local AP and UPI manager to establish a line of communication from you to the Day Book. This is especially helpful in smaller cities.

PRESS SERVICES

Another helpful item is the identification of the Daily and Weekly Press Services that many papers belong to. These services provide feature and filler articles for subscribers on a regular basis. These are found at the State and local levels and can be located by asking one of your local publications. You should avail yourself of their services by providing them with information on your program.

FREELANCE WRITERS

Finally, there are numerous freelance writers' associations nationwide. They, too, are located at both the State and local levels and exist to inform their membership of paid writing opportunities. You should contact them to see if the writers are interested in doing feature articles on your program that can be sold by them to publications in your area.

STRINGERS

All three media forms use stringers. A stringer is an individual who works part-time for a broadcast network/station or publication and who resides in another location apart from the main body of employees. Most stringers are on the lookout for items of interest for their publishers and/or networks/stations. For your purposes, they can be invaluable. *You should try to locate stringers for media outlets who work near you or who cover your area as part of their work assignments.* Since they are paid by the column inch or by their broadcast time, in most cases, they should be more than happy to visit with you about your program and how they can help you publicize it.

To locate stringers, try calling the media outlets or any freelance association in your area.

YOUR OWN MEDIA DEVELOPMENT

Throughout this entire section, it has been suggested to you that the various forms of media will help you with production of PSA's and other forms of media for distribution and public consumption. In most cases, that will hold true. However, there are instances where you will not be able to gain that assistance or will find that the service offered by the media is not what you had in mind for your program. In these instances, you should be prepared to go out on your own in terms of producing effective materials for public use. There are some practical considerations, such as cost and time, so you should be aware of this side of the issue.

MOVIES

Motion pictures with sound can cost up to $5,000 per minute (averaging $3,000) for commercial production, even if you have the facility. For the noise program you would be well advised to attempt to link up with a local institution that has a production capacity such as a high school and/or community college or university. Most schools have the facility—what they often lack is money for production. *One approach is to get the local school or college class of communications majors to do a film on the pollutant noise or noise in your community as a class project.* Without a budget for outside production this may be your only approach. You might be able to secure the use of the facility and equipment for your own effort, but this is not usually considered advisable.

SOUND/SLIDE SHOWS

Although sound/slide shows may also be expensive to produce, they are not in the same cost range as motion pictures. It does not take a lot of equipment or time to improvise such a presentation. You can talk to an organization or institution about developing a local sound/slide show. Slide shows can be easily produced even at the high school level.

You will need to develop a story line first. The story line will be the basis for your script, including background music and sounds. From the storyboard, you can prepare a list of slides you will need. The slides may be taken from those that you receive from any sources, including EPA, or you can take your own slides for the presentation. Make certain that you have adequate playback equipment with adequate sound systems for the audio portion. There are several low-cost units available that provide acceptable quality for your presentation. For the best results, you may want to consult with your local community college professor of journalism or broadcasting.

PRINTED MATERIALS

Aside from the general materials you can gather from EPA and other sources, *your printed publicity and information materials should be made as close to home as possible.* This would make an interesting project for any school class or neighborhood/community-based organization. Artwork can be extracted from other publications, such as EPA posters, or locally generated by student art classes, contests, or like sources. The editorial copy should be generated by your office or, at the very least, edited by your office for content.

You should try to produce materials that are as attractive as possible. This does not mean that they have to be professional or slick—just accurate and adequate. Do not try to get involved with too many colors; it only adds to your printing expense.

As a general rule for your locally produced media, examine what you need to get your message across to the public. Look at what is available from outside sources to see where any shortfall exists, and then target your production efforts towards meeting that shortfall. Bear in mind that the number of items you need to produce to be effective may be greater than your budget will allow. *Try to locate alternative resources for production costs or volunteer efforts and donations by those with facilities.*

PAMPHLETS/BROCHURES

As a general note of caution, there is normally a great propensity to develop brochures and pamphlets without giving much thought to their distribution. As a result, many organizations and agencies overprint and waste scarce finances. First, analyze the segment of the community you wish to impact with a specific brochure or pamphlet. Based on the subject matter and the market analysis, you can get a good idea of how many copies you will need and through what vehicles you intend to distribute. For example, if you decide to put out a local pamphlet on quiet driving, you should find out how many licenses there are to be renewed within your local jurisdiction this year. Your print run should approximate that amount plus an additional amount for learners and student drivers. Your distribution can flow through the school driver education programs and the local motor vehicle agency.

BUMPER STICKERS

The primary rationale for bumper stickers is that they keep your activity in the public eye in a clever fashion. They are not for every activity nor are they for everyone. A good number of people do not like bumper stickers because of the difficulty in removing them. However, they do have their place in promotional activities. Be sure to check on their availability and cost (Appendix A).

POSTERS

Many local activities rely on the poster as a means of publicity and promotion. Much of the work is done locally by volunteers; this has the advantage of minimizing costs, leaving printing as the only cost item. You can produce your own posters or use those available through EPA (Appendix B).

GOVERNMENT PUBLICATIONS/PRODUCTIONS

Bear in mind that almost without exception, most of the public education and informational material on noise produced by the Federal government lies within the public domain and is not subject to copyright laws except where expressly stated otherwise. You would do well to take advantage of the wealth of materials presented by EPA and use them in any fashion you see fit including cut-and-paste, or use any part of any item provided you—so long as it suits your program and your needs.

VI.
EVENT PLANNING AND COORDINATION

This section addresses the planning and implementation of events that accomplish the goals of your program and the coordination required to make your program a success.

The purpose of events is to build interest in your program and to provide information and education to the general public. There is an almost limitless list of activities that can help achieve your purpose. There are contests; service activities; hearing tests; demonstrations; entertainment, such as mime shows and films; Quiet Day, or Quiet Week; or any number of other events that you can establish and implement on behalf of your program. All of these have their place in your plan to increase citizen understanding of noise and to generate support for local noise control. *You need to fit the event to the occasion.*

Perhaps it would be useful if an example of event planning were provided here. In this manner, it is possible to touch on the types of activities that can be produced as well as illustrate the need for proper planning.

Let us assume that, because of your efforts, the mayor has decided to proclaim one day of the coming year as Quiet Day in your city. What should the timing of the event be? You may want to coincide your activity with Better Hearing and Speech Month (May) by tying the two events together, you have strengthened the meaning of Quiet Day. The advantage is that you might be able to capitalize on Better Hearing and Speech Month by virtue of the fact that some organizations may be planning their own promotional campaigns in the month of May. You could benefit substantially from their activities. The other aspects of timing that you should consider are:

- Weather stability for outside events
- Maintaining an event schedule for the year
- Establishing a rain date or postponement schedule
- Avoiding conflicts with other events

For the present, let us assume that May 15 is a good day for your Quiet Day. There are no conflicts; it is the only event you have scheduled for the month of May and you have a rain date of May 22.

GOALS AND OBJECTIVES

Once your timing is established, you need to set the goals and objectives of the event. In the case of a Quiet Day, your goals and objectives are exactly the same as those for your entire program. *Your audience is the general public and you intend to provide your audience with information and education on noise, its effects, and what the private citizen can do to reduce his/her exposure to excessive noise.*

PUBLICITY

Publicity planning is the next item. You will want to get as much out of it as possible. This is where your relations with the media come into full focus. They will publicize your event as long as they are involved and the event is planned in such a way as to allow for their inclusion and participation. To *get started at least 40-60 days ahead of the event,* you should have the mayor or chief executive of the community issue a proclamation designating May 15 as Quiet Day. *You should distribute press releases to notify the media of the mayor's intent to issue the proclamation.* Allow sufficient time for the media to be present when the proclamation is issued. Have handout material for the media regarding Quiet Day itself; include a description of some of the events, activities, sponsors, and participating organizations. Try to maintain an almost daily schedule of press releases and information flow leading up to Quiet Day. You should have radio and television announcements available for use within 20 days of the event. Provide information to the print media well in advance of your planned activities. If you have cultivated your contacts within the print media, you will be able to feed information to the papers on an ongoing basis.

As you develop your agenda for Quiet Day, *each agenda activity can be treated with its own press release.* This keeps the flow of information from your office to the media and provides for a continuing reminder of the upcoming event.

AGENDA PLANNING

The next step in planning the event is developing the agenda. Since such an event is too much for one person to handle, you should have a working Quiet Day committee. This committee should be made up of individuals who represent organizations within the community that will be participating in Quiet Day. If you have cultivated the organizations mentioned in previous sections, you will have your committee membership at hand. This committee should be responsible for seeing that the agenda is firm and final at the earliest possible date, and it should also help you to publicize Quiet Day.

Once your agenda is established and the key individuals responsible for each item on the agenda are recruited, you need to turn your attention to additional promotional and publicity items in support ot public participation. These can include a host of items that serve to keep Quiet Day in the public eye. Among them are:

- Bumper stickers
- Buttons and balloons
- Posters
- Kites
- T-shirts
- Pamphlets and brochures

All of these items are geared to promoting public attendance and participation in Quiet Day. Prices vary greatly among promotional items, and it would be wise for you to shop around for the best price. Button and novelty item information can be found in Appendix A.

MEDIA ACTION

With respect to the media, you should try to work out schedules with the local outlets for promotional air time. For example, you should try to get the daily newspaper to run at least one photograph and one article per week for 1 month prior to the event. The television station should run at least one public service announcement per day, and the radio station should run at least two or three per day within 30 days of the event. *You will be trying to build interest in Quiet Day, and you will benefit from all the air time and ink space you can get.*

LOGISTICS

Logistical arrangements are critical to planning an event. If you have volunteer assistance and a firm agenda, you will know the requirements for each event. You get few chances to sponsor a major event and there are no rehearsals—especially where equipment is concerned. Therefore, each agenda item should be treated as a distinct part of the overall event. *It is highly recommended that one individual be in charge of each event.* That person's responsibility will include the logistics and implementation of that agenda item. Normally, a sponsoring organization will have the personnel and experience to effectively plan and implement one agenda item. This highlights the need for neighborhood and community organization support for your entire program.

SPONSORSHIP

Once your planning committee for the agenda agrees on all of the components, you should immediately secure sponsorship for that item by a neighborhood or community organization and/or local government department. Better still, arrange dual sponsorship—one organization and one government department for each item. For example, the

local health department and the Speech and Hearing Association might jointly conduct hearing tests for Quiet Day, or the local housing department may work with the local utility in a demonstration of weatherization and soundproofing. *The key element is that you need the assistance of many organizations and agencies*. If you have done your homework, their doors will already be open to you. Tie the schools into the program early.

MEETINGS

Plan weekly meetings with your agenda item sponsors and planning committee. Go over the schedule and requirements. Make sure that they are in line with the overall program and that their responsibilities are being met. Iron out any problems that may arise as quickly as you can. *A Quiet Day is a major event for any community if properly planned.*

For illustrative purposes, this manual contains sample agendas for a Quiet Day celebration (Appendix A). They are not meant to be prescriptive but, rather, suggestive. *You should tailor all agenda items to fit your locale and local needs.*

As can be seen from the sample Quiet Day agendas a lot of work goes into such an event. However, if conducted properly, this is a community project that will increase awareness of your noise program. Similarly, other events may be more specialized, less time consuming, and capable of contributing to the success of your noise education and information program. Any one of the Quiet Day events, for example, can be successfully staged by itself.

COORDINATION

Coordinating a noise education and information program is, at best, a test of skill, ingenuity, enthusiasm, and diplomacy. For this reason, you should develop strong working relationships with as many individuals and organizations as possible. They will be called upon to deliver their time and services while you coordinate their overall activities. You will be the coordinator of the program while motivating others (individuals, groups, and organizations) to assist you in the undertaking. You should keep in mind that many people will be looking to you for leadership and assistance in the implementation of the program.

COMMITTEES

To effectively coordinate a noise education and information program, you should keep everyone as completely informed as possible. Your information exchange should be frequent and your contacts maintained. The media should be as close as your

telephone. Meetings should be frequent and appropriate committees should be established to assist you. It is recommended that you use the committee process to assist with the overall program. The following noise committees can be established:

- Publicity
- Event planning
- School involvement
- Local government
- Neighborhood/community organization

TIPS AND SUGGESTIONS

- Involve as many people as possible.
- Involve as many groups and organizations as possible.
- Foster and promote events and actions by groups independently.
- Maintain your contacts and relationships.
- Keep the media informed.
- Plan ahead and be on the lookout for new ideas.
- Explore even the smallest possiblities.
- Press releases should be in the name of the mayor or department head.
- Maintain adequate amounts of printed information to handle requests.
- Be prepared for every meeting.
- Bring an expert with you.
- Don't be discouraged—be persistent.
- Be enthusiastic.
- Try not to waste your time.
- Delegate responsibilities to as many people as you can.
- Remember media deadlines.
- Be courteous and thoughtful.
- Be patient.
- Smile.

APPENDIX A

URBAN RESIDENTS' ATTITUDES TOWARDS ENVIRONMENTAL ISSUES CONDUCTED BY THE GALLUP ORGANIZATION DURING NOVEMBER, 1978 FOR THE NATIONAL LEAGUE OF CITIES

1. Now here are some questions about pollution in your community. As I read off several kinds of pollution, one at a time, would you tell me how serious a problem you feel it is in your community—a very serious problem, a fairly serious problem, or not too serious a problem.

	Very serious	Fairly serious	Not too serious	Don't know
Air pollution	(20%)	(20%)	(60%)	*
Pollution of drinking water	(11%)	(10%)	(75%)	(4%)
Pollution of waterways; rivers, lakes, oceans	(23%)	(26%)	(44%)	(7%)
Noise pollution from traffic, construction, etc.	(21%)	(19%)	(60%)	*

2. Now, as I read *each* form of pollution, would you tell me whether you feel it is a more serious problem or a less serious problem in this community than it was five years ago?

Air pollution?	(56%) More serious	(28%) Less serious	(16%) Don't know
Pollution of drinking water?	(39%) More serious	(34%) Less serious	(17%) Don't know
Pollution of local waterways?	(49%) More serious	(30%) Less serious	(21%) Don't know
Noise pollution?	(57%) More serious	(22%) Less serious	(21%) Don't know

3. Now, as I read off each kind of pollution, would you tell me whether you feel too much is being done about it in this community, or not enough?

Air pollution?
(7%) Too much (60%) Not enough (28%) About right (5%) Don't know
(Volunteered)

Pollution of drinking water?
(4%) Too much (39%) Not enough (45%) About right (12%) Don't know
(Volunteered)

Pollution of local waterways?
(2%) Too much (54%) Not enough (38%) About right (6%) Don't know
(Volunteered)

Noise pollution?
(4%) Too much (48%) Not enough (38%) About right (10%) Don't know
(Volunteered)

*Denotes less than 1%

Preceding page blank

4. Now, which of these forms of pollution in this community, if any, do you feel represent a threat to your own or your family's health?

   (52%) Air (21%) Drinking water (17%) Local waterways (20%) Noise

5. Do you feel that the increased efforts to reduce air and water pollution in this community will or will not cause a loss of jobs in this community?

   (14%) Will cause loss (73%) Will not cause loss (13%) Don't know

6. Which of the following efforts, if any, would you be willing to make to reduce air and water pollution in this community?

   (46%) Reduce the amount you drive
   (14%) Pay more for products you buy
   (22%) Pay higher water bill
   (22%) Pay higher local taxes

ABC News - Harris Survey

For Release: Thursday AM, January 4th, 1979 Vol. I, No. 2

GOVERNMENT SHOULD TAKE TOUGHER STAND ON ENVIRONMENTAL POLLUTION

By Louis Harris

Despite the public's reluctance toward more government spending, there are some federal programs, mainly those concerning health and safety, in which Americans would like to see the government make a more vigorous effort. These include such programs as those dealing with air and water pollution, toxic substances, disposition of solid waste, and auto safety.

Here are some areas in which Americans would like more government involvement, rather than less, according to a recent ABC News - Harris Survey of 1,480 adults nationwide:

--Cleaning up air pollution: a 53 percent majority feels that the federal government is moving too slowly in this area, compared with only 5 percent who think the pace is too fast and 32 percent who think Washington is moving at about the right speed. People under 30 feel most strongly about cleaning up air pollution, with 65 percent charging that the government is moving too slowly.

--Cleaning up water pollution: a 61 percent majority feels that the federal establishment is moving too slowly, and a higher 72 percent of young people express that same view.

--Finding an effective way to dispose of solid wastes: 57 percent think Washington is moving too slowly, while 24 percent think the pace is right.

--Keeping toxic substances out of the marketplace: 51 percent are convinced that the federal establishment is moving too slowly, 5 percent think the pace is too fast, and 29 percent believe Washington is moving at the right speed.

--Reducing noise pollution: 46 percent feel the speed of government action is too slow, and 39 percent feel it's about right.

--Making automobiles more safe: 51 percent are convinced that the federal establishment is proceeding too slowly, 9 percent feel the pace is too fast, and 15 percent feel it's about right.

--When asked about the effectiveness of government efforts to clean up air and water pollution, only 10 percent of Americans rate the job being done as "very effective," a higher 27 percent rate it as "ineffective," and 61 percent say it is "somewhat effective."

The major federal agency dealing with pollution control is, of course, the Environmental Protection Agency. Among the 6 in 10 people nationwide who are familiar with the EPA, 32 percent view it as pro-business, 34 percent see it as anti-business, and 35 percent feel it is impartial. This is a change from 1975, when 42 percent felt that the EPA was pro-business, and 13 percent believed it was anti-business. Americans seem to want the EPA to get even tougher with business than it has been in the past, though they feel it is moving in that direction.

The fundamental problem of environmental control is expressed in the conflict between those who want to put their emphasis on cleaning up the air and water as much as possible and those who contend that this effort costs too much and must be restrained.

When asked how they feel about this trade-off issue, Americans clearly opt for pressing forward with environmental efforts:

--45 percent favor "enforcing the toughest environmental standards possible, even if they increase the cost of things to both the business and the consumer," while a smaller 36 percent would be "satisfied with a somewhat lower level of environmental standards if this turned out to be less costly." Another 12 percent feel that it "all depends on the specific case," and 7 percent simply are "not sure."

Once again, Americans under 30 lead the way on insisting that environmental controls be as tough as possible, regardless of the cost implications. By 53-26 percent, young people opt for a tough approach. By contrast, people over 50 would be satisfied with lower standards if this would mean less government spending. Along with the young people, professional people support tough standards by 56-31 percent, the college educated by 50-35 percent, and union members by 51-32 percent.

So the areas involving public health and safety appear to be weathering the storm of general criticism of the effectiveness of federal programs. In those areas, people want the government to move with greater dispatch; they do not want these programs to be deterred by overall cost considerations, and they will look with disapproval upon public officials who try to slow down progress in these areas in the name of frugality.

T A B L E S

Between October 16th and 26th, the ABC News - Harris Survey asked the cross section of 1,480 adults, interviewed in person:

"How do you feel about the speed with which the federal government is moving to (READ LIST) -- is the government moving too fast, too slow, or at just about the right speed?"

SPEED GOVERNMENT IS MOVING TO CONTROL POLLUTION

	Too Fast %	Too Slow %	Just Right %	Not Sure %
Clean up water pollution	3	61	26	10
Find an effective way of disposing of solid wastes	2	57	24	17
Clean up air pollution	5	53	32	10
Keep toxic substances out of the marketplace	5	51	29	15
Make automobiles more safe	9	51	35	5
Reduce noise pollution	2	46	39	13

"There is a continual debate going on in Washington between those who put their main emphasis on cleaning up the environment as much as possible and those who say that this effort costs too much and must be restrained. Generally speaking, how do you feel? Would you enforce the toughest environmental standards possible, even if they increased the cost of things to both business and the consumer, or would you be satisfied with a somewhat lower level of environmental standards if this turned out to be less costly?"

ENVIRONMENTAL STANDARDS VS COSTS

		AGE		
	Total %	18-29 %	30-49 %	50 & over %
Enforce toughest environmental standards	45	53	46	38
Satisfied with somewhat lower standards	36	26	35	44
It depends (vol.)	12	13	12	11
Not sure	7	8	7	7

(c) 1979
The Chicago Tribune
World Rights Reserved
Chicago Tribune-N.Y. News Syndicate, Inc.
220 East 42nd Street, New York, NY 10017

The Harris Survey

ISSN 0046-6875

For Release: Monday AM, July 3rd, 1978

QUALITY OF LIFE HAS IMPROVED

By Louis Harris

For the first time in recent years, by a narrow 40-38 percent, more Americans report that the quality of life has improved over the past 10 years than grown worse. Back in 1975, a 51-30 percent majority felt the opposite way.

The elements that are viewed as being "very important" contributors to the quality of life are significant:

--At the top of the list, 92 percent of the public feel that "controlling crime" is a high priority item. The number of people who report that crime in their neighborhood is increasing declined from 70 percent to 46 percent over the past three years. It is evident that the public feels that control of crime is improving across the country.

--A substantial 88 percent of the public continue to feel that "achieving quality education for children" is very important to making the quality of life better.

--81 percent feel that it is very important to conserve energy in order to improve the quality of life. This emphasis on energy has increased from 74 percent in 1976. It is popular in some quarters to assume that the public is apathetic about energy conservation. These results indicate that such an assumption is simply not accurate.

--81 percent feel that curbing water pollution is very important in improving the quality of life, up from 70 percent who felt that way in 1976. In addition, 72 percent give a high priority to curbing air pollution, up from 66 percent two years ago. Despite the pressures to cut back on environmental control measures as a trade off for energy conservation and more jobs, Americans have consistently insisted on fulfilling all three objectives together.

--78 percent feel that strictly enforcing safe working conditions is very important to enhancing the quality of life, up from 66 percent who felt the same way back in 1976. The entire issue of employee safety has exploded in recent years; it now has taken a front and center position as a national concern.

--74 percent give a high priority to making products and services safer, up from 63 percent two years ago. Along with employee safety, the product and service safety area is one that is becoming increasingly important.

--A substantial 71 percent of the public feel that better nutrition is a major element in improving the quality of life. Coupled with this is an equal sense of urgency about preventive health care--keeping in good shape in order to cut down on the incidence of illness.

--79 percent of the public give a high priority to protecting the privacy of the individual as a key element in improving the quality of life. Concern over the privacy issue has risen rapidly in the past five years and is likely to remain a key issue among Americans well into the future.

Other areas that finish below this top roster, but nonetheless are given a high priority by sizable majorities, are: improving the quality of products and services (68 percent); curbing noise pollution (57 percent); adequate public housing (61 percent); improved public transportation (59 percent); being able to move easily and freely from place to place (58 percent), and employment opportunities for minorities (53 percent). No more than a minority of 49 percent would give a high priority to having a wider choice of lifestyles, which represents a decline from a higher 59 percent who held that view back in 1976.

The results of this Harris Survey of 1,567 adults nationwide clearly indicate that the major concerns of Americans in the latter part of the 1970s are by no means centered on the physical acquisition of goods. Instead, they focus on the improvement of the environment in all its varied aspects. It is also apparent that many of the concerns of young people in the 1960s have now been translated into broader objectives for society as a whole in the 1970s.

(over)

T A B L E S

Between April 29th and May 6th, the Harris Survey asked the cross section:

"Compared to 10 years ago, do you feel the quality of life in America has improved, grown worse, or stayed about the same?"

QUALITY OF LIFE COMPARED TO 10 YEARS AGO

	Improved %	Grown worse %	Stayed about the same %	Not sure %
1978	40	38	20	2
1977	38	39	19	4
1976	31	45	21	3
1975	30	51	17	2
1973	35	45	15	5

"As far as you personally are concerned, do you feel (READ LIST) is very important in making the quality of life better in this country, only somewhat important, or hardly important at all in making the quality of life better?"

ITEMS VERY IMPORTANT IN MAKING
THE QUALITY OF LIFE BETTER

	1978 %	1976 %
Controlling crime	92	X
Achieving quality education for children	88	81
Conserving energy	81	74
Curbing water pollution	81	70
Protecting privacy of the individual	79	80
Strictly enforcing safe working conditions	78	66
Making products and services safer	74	65
Curbing air pollution	72	66
Better nutrition	71	X
Improving the quality of products and services	68	63
Adequate public housing	61	X
Improving public transportation	59	X
Moving easily and freely from place to place	58	78
Curbing noise pollution	57	X
Employment opportunities for minorities	53	52
Having a wide choice of lifestyles	49	59

(c) 1978 by The Chicago Tribune
World Rights Reserved
Chicago Tribune-N.Y. News Syndicate, Inc.
220 East 42nd Street, New York, NY 10017

78:53

NOISE COMPLAINTS RANK HIGH IN CENSUS BUREAU SURVEY OF HOUSING

A report released late last month by the Commerce Department's Bureau of the Census found that street or highway noise was the most frequently cited unfavorable neighborhood condition in a survey of all households. In the Annual Housing Survey: 1977, 32% of respondents complained of noise, followed by 29% who complained of heavy traffic and 25% who cited inadequate street lights. Approximately 31% of renter and 15% of owner households reported nearby commercial or nonresidential activities, although only 4% of owner households and 8% of renter households wanted to move because of bothersome neighborhood conditions.

The report covers occupants' attitudes about their neighborhoods and the services provided there and indicators of housing quality such as availability of plumbing and kitchen facilities. Statistics presented in the report are based on a sample of approximately 77,000 housing units in the U.S. Water leakage in the basements was the most commonly reported structural defect in American housing units, followed by signs of mice or rats.

Data on neighborhood conditions was obtained by two-part questions on specific conditions. Respondents were asked if the condition was present and if present, respondent was given the option of answering that the condition (a) does not bother; (b) bothers a little; (c) bothers very much; (d) bothers so much would like to move.

A category on airplane noise referred to opinions of noise made by planes in landing or taking off or sonic booms from nearby airports or military bases. The street noise category referred to noise made by children playing outdoors, noise from a factory or business, or any other sounds that the resident considered street noise. The report contains separate statistics for blacks and persons of Spanish origin as well as breakdowns by homeowners and renters and separate data by region.

In the owner occupied category, 34,377 persons said they were not bothered by street or highway noise and 40,276 said they were nct bothered by airplane noise. In the renter occupied category, 16,960 said they were not bothered by street or highway noise and 22,057 said they were not bothered by airplane traffic noise. Street noise did not bother 5,949 home owners, bothered 5,927 owners a little, bothered 1,751 very much and 610 owners reported that they were bothered by street noise so much they would like to move. Owners said that airplane traffic noise does not bother (4,405); bothers a little (2,732); bothers very much (938); and bothers so much would like to move (149).

REPRINTED FROM

Page 122 NOISE CONTROL REPORT August 6, 1979

ANNUAL HOUSING SURVEY: 1977

Indicators of Housing and Neighborhood Quality

This report presents data from the Annual Housing Survey, which was sponsored by the U.S. Department of Housing and Urban Development and conducted by the U.S. Bureau of the Census.

Included are:

Selected Neighborhood Characteristics

Selected Neighborhood Characteristics for Housing Units with Black Household Head

Selected Neighborhood Characteristics for Housing Units with Household Head of Spanish Origin

TABLE A-4 SELECTED NEIGHBORHOOD CHARACTERISTICS: 1977
(NUMBERS IN THOUSANDS)

UNITED STATES NEIGHBORHOOD CONDITIONS	UNITED STATES	INSIDE SMSA'S			OUTSIDE SMSA'S
		TOTAL	IN CENTRAL CITIES	NOT IN CENTRAL CITIES	
OWNER OCCUPIED	48 765	31 286	11 346	19 940	17 479
NO STREET OR HIGHWAY NOISE	34 377	21 709	7 524	14 185	12 669
WITH STREET OR HIGHWAY NOISE	14 276	9 503	3 795	5 708	4 773
DOES NOT BOTHER	5 949	3 686	1 452	2 233	2 263
BOTHERS A LITTLE	5 927	4 066	1 601	2 465	1 860
BOTHERS VERY MUCH	1 751	1 240	822	738	491
BOTHERS SO MUCH WOULD LIKE TO MOVE	610	466	204	261	144
NOT REPORTED	39	25	15	10	14
NOT REPORTED	112	74	27	47	38
NO AIRPLANE TRAFFIC NOISE	40 276	24 514	8 710	15 804	15 762
WITH AIRPLANE TRAFFIC NOISE	8 342	6 682	2 603	4 078	1 660
DOES NOT BOTHER	4 405	3 410	1 252	2 158	995
BOTHERS A LITTLE	2 732	2 264	887	1 378	468
BOTHERS VERY MUCH	938	778	373	405	160
BOTHERS SO MUCH WOULD LIKE TO MOVE	149	139	56	83	10
NOT REPORTED	117	90	36	54	27
NOT REPORTED	147	90	33	57	57
NO HEAVY TRAFFIC	35 570	22 973	7 862	15 111	12 597
WITH HEAVY TRAFFIC	13 050	8 219	3 450	4 770	4 830
DOES NOT BOTHER	4 138	3 482	1 450	2 032	2 656
BOTHERS A LITTLE	4 391	2 896	1 218	1 678	1 496
BOTHERS VERY MUCH	1 962	1 427	598	829	536
BOTHERS SO MUCH WOULD LIKE TO MOVE	479	360	155	205	119
NOT REPORTED	79	55	29	26	24
NOT REPORTED	148	94	35	59	52
NO STREETS IN NEED OF REPAIR	39 045	25 877	9 367	16 510	13 168
WITH STREETS IN NEED OF REPAIR	9 572	5 306	1 992	3 314	4 266
DOES NOT BOTHER	2 177	1 192	394	798	985
BOTHERS A LITTLE	3 694	2 049	776	1 273	1 645
BOTHERS VERY MUCH	3 325	1 849	691	1 158	1 477
BOTHERS SO MUCH WOULD LIKE TO MOVE	288	172	64	108	117
NOT REPORTED	88	44	17	27	43
NOT REPORTED	148	103	37	66	45
NO ROADS IMPASSABLE	42 295	27 380	9 810	17 570	14 915
WITH ROADS IMPASSABLE	6 267	3 768	1 496	2 272	2 499
DOES NOT BOTHER	1 725	1 010	375	635	715
BOTHERS A LITTLE	2 285	1 347	518	829	938
BOTHERS VERY MUCH	1 990	1 247	540	707	743
BOTHERS SO MUCH WOULD LIKE TO MOVE	220	141	54	87	79
NOT REPORTED	46	22	8	13	24
NOT REPORTED	204	138	40	98	66
NO OCCUPIED HOUSING IN RUNDOWN CONDITION	44 035	28 094	9 899	18 195	15 941
WITH OCCUPIED HOUSING IN RUNDOWN CONDITION	4 923	3 098	1 389	1 669	1 825
DOES NOT BOTHER	1 296	704	295	409	592
BOTHERS A LITTLE	1 955	1 077	472	605	878
BOTHERS VERY MUCH	1 388	1 029	498	531	359
BOTHERS SO MUCH WOULD LIKE TO MOVE	269	212	105	107	57
NOT REPORTED	55	36	18	18	19
NOT REPORTED	207	134	59	76	73
NO COMMERCIAL OR NONRESIDENTIAL ACTIVITIES	41 264	26 296	9 027	17 270	14 968
WITH COMMERCIAL OR NONRESIDENTIAL ACTIVITIES	7 313	4 867	2 267	2 601	2 445
DOES NOT BOTHER	5 461	3 683	1 688	1 994	1 778
BOTHERS A LITTLE	887	622	274	348	265
BOTHERS VERY MUCH	900	370	206	164	130
BOTHERS SO MUCH WOULD LIKE TO MOVE	170	134	63	71	36
NOT REPORTED	95	59	35	24	36
NOT REPORTED	188	122	53	69	66
NO ODORS, SMOKE, OR GAS	44 517	28 413	10 158	18 255	16 104
WITH ODORS, SMOKE, OR GAS	4 109	2 780	1 148	1 633	1 328
DOES NOT BOTHER	887	572	214	358	315
BOTHERS A LITTLE	1 691	1 116	441	675	575
BOTHERS VERY MUCH	1 181	835	379	455	347
BOTHERS SO MUCH WOULD LIKE TO MOVE	249	202	88	113	47
NOT REPORTED	80	54	25	31	26
NOT REPORTED	139	93	41	52	47
ADEQUATE STREET LIGHTS	34 931	22 927	9 409	13 518	12 004
INADEQUATE STREET LIGHTS	13 557	8 206	1 894	6 312	5 351
DOES NOT BOTHER	7 369	3 813	552	3 261	3 556
BOTHERS A LITTLE	3 509	2 475	736	1 739	1 034
BOTHERS VERY MUCH	2 406	1 736	951	1 185	670
BOTHERS SO MUCH WOULD LIKE TO MOVE	133	104	38	66	29
NOT REPORTED	139	78	17	60	62
NOT REPORTED	278	153	43	110	124

TABLE A-4 SELECTED NEIGHBORHOOD CHARACTERISTICS: 1977—CONTINUED
(NUMBERS IN THOUSANDS)

UNITED STATES	UNITED STATES	INSIDE SMSA'S			OUTSIDE SMSA'S
		TOTAL	IN CENTRAL CITIES	NOT IN CENTRAL CITIES	
NEIGHBORHOOD CONDITIONS--CONTINUED					
OWNER OCCUPIED--CONTINUED					
NO NEIGHBORHOOD CRIME	41 221	25 306	8 687	16 618	15 916
WITH NEIGHBORHOOD CRIME	7 311	5 811	2 595	3 217	1 499
DOES NOT BOTHER	1 053	781	349	433	271
BOTHERS A LITTLE	2 628	2 060	845	1 214	569
BOTHERS VERY MUCH	2 998	2 422	1 092	1 330	576
BOTHERS SO MUCH WOULD LIKE TO MOVE	556	489	286	203	68
NOT REPORTED	75	60	22	38	16
NOT REPORTED	233	169	64	104	64
NO TRASH, LITTER, OR JUNK	41 229	26 469	9 172	17 297	14 760
WITH TRASH, LITTER, OR JUNK	7 372	4 705	2 130	2 575	2 667
DOES NOT BOTHER	1 145	638	263	375	508
BOTHERS A LITTLE	2 708	1 689	743	946	1 018
BOTHERS VERY MUCH	3 119	2 088	977	1 112	1 031
BOTHERS SO MUCH WOULD LIKE TO MOVE	335	250	126	124	85
NOT REPORTED	64	39	21	18	25
NOT REPORTED	169	112	44	68	58
NO BOARDED UP OR ABANDONED STRUCTURES	45 883	29 489	10 426	19 063	16 393
WITH BOARDED UP OR ABANDONED STRUCTURES	2 744	1 709	885	824	1 035
DOES NOT BOTHER	1 177	586	266	320	591
BOTHERS A LITTLE	721	485	259	226	236
BOTHERS VERY MUCH	676	493	273	220	182
BOTHERS SO MUCH WOULD LIKE TO MOVE	130	114	67	47	16
NOT REPORTED	41	30	20	11	10
NOT REPORTED	138	88	35	53	49
RENTER OCCUPIED	26 515	20 028	11 805	8 223	6 487
NO STREET OR HIGHWAY NOISE	16 960	12 530	7 190	5 340	4 430
WITH STREET OR HIGHWAY NOISE	9 439	7 404	4 557	2 847	2 035
DOES NOT BOTHER	4 188	3 149	1 904	1 245	1 040
BOTHERS A LITTLE	3 741	2 997	1 835	1 162	744
BOTHERS VERY MUCH	935	776	508	269	158
BOTHERS SO MUCH WOULD LIKE TO MOVE	561	468	304	165	92
NOT REPORTED	14	13	7	6	1
NOT REPORTED	115	94	58	36	21
NO AIRPLANE TRAFFIC NOISE	22 057	16 171	9 594	6 577	5 886
WITH AIRPLANE TRAFFIC NOISE	4 328	3 761	2 148	1 613	567
DOES NOT BOTHER	2 247	1 896	1 090	807	350
BOTHERS A LITTLE	1 397	1 247	724	523	150
BOTHERS VERY MUCH	497	445	246	199	52
BOTHERS SO MUCH WOULD LIKE TO MOVE	133	124	61	63	9
NOT REPORTED	55	49	27	22	6
NOT REPORTED	130	96	63	33	34
NO HEAVY TRAFFIC	17 546	12 983	7 314	5 670	4 562
WITH HEAVY TRAFFIC	8 854	6 947	4 435	2 512	1 906
DOES NOT BOTHER	4 561	3 451	2 246	1 205	1 110
BOTHERS A LITTLE	2 786	2 222	1 387	835	564
BOTHERS VERY MUCH	1 015	846	538	309	169
BOTHERS SO MUCH WOULD LIKE TO MOVE	451	392	243	149	59
NOT REPORTED	41	35	21	14	6
NOT REPORTED	115	97	56	41	18
NO STREETS IN NEED OF REPAIR	22 179	16 929	9 930	6 999	5 250
WITH STREETS IN NEED OF REPAIR	4 175	2 972	1 806	1 166	1 203
DOES NOT BOTHER	1 050	720	446	273	330
BOTHERS A LITTLE	1 597	1 123	667	455	474
BOTHERS VERY MUCH	1 267	929	561	368	338
BOTHERS SO MUCH WOULD LIKE TO MOVE	227	178	116	62	49
NOT REPORTED	33	22	15	7	12
NOT REPORTED	161	127	70	57	34
NO ROADS IMPASSABLE	23 373	17 723	10 454	269	5 650
WITH ROADS IMPASSABLE	2 938	2 138	1 266	872	800
DOES NOT BOTHER	862	594	331	262	269
BOTHERS A LITTLE	988	715	410	305	273
BOTHERS VERY MUCH	873	656	407	249	217
BOTHERS SO MUCH WOULD LIKE TO MOVE	197	162	112	50	35
NOT REPORTED	17	11	5	6	6
NOT REPORTED	204	167	85	81	37
NO OCCUPIED HOUSING IN RUNDOWN CONDITION	23 211	17 469	9 967	7 502	5 742
WITH OCCUPIED HOUSING IN RUNDOWN CONDITION	3 118	2 409	1 739	670	709
DOES NOT BOTHER	967	686	478	209	281
BOTHERS A LITTLE	989	769	548	221	220
BOTHERS VERY MUCH	738	605	455	147	135
BOTHERS SO MUCH WOULD LIKE TO MOVE	371	312	233	80	59
NOT REPORTED	53	39	26	13	14
NOT REPORTED	186	150	99	51	36

TABLE A-8 SELECTED NEIGHBORHOOD CHARACTERISTICS FOR HOUSING UNITS WITH BLACK HOUSEHOLD HEAD: 1977

(NUMBERS IN THOUSANDS)

UNITED STATES	UNITED STATES	INSIDE SMSA'S			OUTSIDE SMSA'S
		TOTAL	IN CENTRAL CITIES	NOT IN CENTRAL CITIES	
NEIGHBORHOOD CONDITIONS					
OWNER OCCUPIED	3 470	2 442	1 713	729	1 028
NO STREET OR HIGHWAY NOISE	2 403	1 686	1 176	511	717
WITH STREET OR HIGHWAY NOISE	1 065	756	537	218	309
DOES NOT BOTHER	375	254	182	71	122
BOTHERS A LITTLE	476	343	234	109	134
BOTHERS VERY MUCH	138	96	78	19	41
BOTHERS SO MUCH WOULD LIKE TO MOVE	71	60	40	20	11
NOT REPORTED	4	3	3	-	1
NOT REPORTED	2	-	-	-	2
NO AIRPLANE TRAFFIC NOISE	2 875	1 966	1 403	564	909
WITH AIRPLANE TRAFFIC NOISE	588	473	307	165	116
DOES NOT BOTHER	257	207	125	82	49
BOTHERS A LITTLE	219	175	114	61	44
BOTHERS VERY MUCH	90	77	58	18	13
BOTHERS SO MUCH WOULD LIKE TO MOVE	18	12	8	4	6
NOT REPORTED	6	2	2	1	3
NOT REPORTED	6	3	3	-	3
NO HEAVY TRAFFIC	2 310	1 650	1 142	507	660
WITH HEAVY TRAFFIC	1 152	787	568	219	365
DOES NOT BOTHER	565	372	274	98	193
BOTHERS A LITTLE	387	261	185	75	126
BOTHERS VERY MUCH	151	114	86	29	36
BOTHERS SO MUCH WOULD LIKE TO MOVE	45	37	19	17	9
NOT REPORTED	4	3	3	-	1
NOT REPORTED	9	5	3	2	3
NO STREETS IN NEED OF REPAIR	2 501	1 875	1 323	552	625
WITH STREETS IN NEED OF REPAIR	958	558	386	172	399
DOES NOT BOTHER	191	98	63	35	93
BOTHERS A LITTLE	327	212	157	54	115
BOTHERS VERY MUCH	387	215	142	73	172
BOTHERS SO MUCH WOULD LIKE TO MOVE	43	29	22	7	14
NOT REPORTED	9	4	2	3	5
NOT REPORTED	12	9	4	5	3
NO ROADS IMPASSABLE	2 627	1 994	1 398	596	832
WITH ROADS IMPASSABLE	632	441	312	129	191
DOES NOT BOTHER	141	100	78	22	41
BOTHERS A LITTLE	208	151	106	45	57
BOTHERS VERY MUCH	246	164	113	51	82
BOTHERS SO MUCH WOULD LIKE TO MOVE	29	20	11	9	10
NOT REPORTED	8	6	3	3	2
NOT REPORTED	11	7	3	4	4
NO OCCUPIED HOUSING IN RUNDOWN CONDITION	2 800	1 938	1 348	590	861
WITH OCCUPIED HOUSING IN RUNDOWN CONDITION	649	489	353	136	160
DOES NOT BOTHER	166	107	74	33	59
BOTHERS A LITTLE	195	151	112	39	43
BOTHERS VERY MUCH	220	174	126	48	46
BOTHERS SO MUCH WOULD LIKE TO MOVE	62	54	39	15	8
NOT REPORTED	6	3	2	1	3
NOT REPORTED	21	15	12	3	7
NO COMMERCIAL OR NONRESIDENTIAL ACTIVITIES	2 787	1 909	1 333	576	878
WITH COMMERCIAL OR NONRESIDENTIAL ACTIVITIES	678	530	380	150	147
DOES NOT BOTHER	514	393	277	116	122
BOTHERS A LITTLE	73	64	45	19	9
BOTHERS VERY MUCH	60	51	41	10	9
BOTHERS SO MUCH WOULD LIKE TO MOVE	19	14	10	5	4
NOT REPORTED	11	8	8	-	3
NOT REPORTED	5	3	-	3	2
NO ODORS, SMOKE, OR GAS	3 139	2 207	1 556	652	932
WITH ODORS, SMOKE, OR GAS	327	233	56	77	93
DOES NOT BOTHER	52	34	15	19	18
BOTHERS A LITTLE	121	89	65	24	32
BOTHERS VERY MUCH	114	83	55	28	31
BOTHERS SO MUCH WOULD LIKE TO MOVE	33	23	18	5	10
NOT REPORTED	6	5	3	1	2
NOT REPORTED	4	2	2	-	2
ADEQUATE STREET LIGHTS	2 614	1 921	1 411	510	693
INADEQUATE STREET LIGHTS	843	517	300	217	326
DOES NOT BOTHER	299	127	53	73	173
BOTHERS A LITTLE	259	196	132	63	63
BOTHERS VERY MUCH	245	169	99	70	76
BOTHERS SO MUCH WOULD LIKE TO MOVE	27	22	14	7	5
NOT REPORTED	12	4	2	3	8
NOT REPORTED	13	4	2	2	9

TABLE A-8 SELECTED NEIGHBORHOOD CHARACTERISTICS FOR HOUSING UNITS WITH BLACK HOUSEHOLD HEAD: 1977—CONTINUED
(NUMBERS IN THOUSANDS)

UNITED STATES	UNITED STATES	INSIDE SMSA'S			OUTSIDE SMSA'S
		TOTAL	IN CENTRAL CITIES	NOT IN CENTRAL CITIES	
NEIGHBORHOOD CONDITIONS--CONTINUED					
OWNER OCCUPIED--CONTINUED					
NO NEIGHBORHOOD CRIME	2 786	1 835	1 248	587	952
WITH NEIGHBORHOOD CRIME	667	598	457	140	69
DOES NOT BOTHER	88	78	55	23	11
BOTHERS A LITTLE	188	169	123	46	19
BOTHERS VERY MUCH	308	272	219	53	35
BOTHERS SO MUCH WOULD LIKE TO MOVE	78	74	55	19	4
NOT REPORTED	5	5	5	-	-
NOT REPORTED	17	10	8	1	7
NO TRASH, LITTER, OR JUNK	2 576	1 790	1 214	576	786
WITH TRASH, LITTER, OR JUNK	887	648	496	152	239
DOES NOT BOTHER	123	80	57	23	43
BOTHERS A LITTLE	263	178	141	37	85
BOTHERS VERY MUCH	425	326	254	72	98
BOTHERS SO MUCH WOULD LIKE TO MOVE	65	56	37	18	10
NOT REPORTED	11	8	6	1	3
NOT REPORTED	7	4	3	1	3
NO BOARDED UP OR ABANDONED STRUCTURES	2 832	1 936	1 329	607	896
WITH BOARDED UP OR ABANDONED STRUCTURES	632	504	382	122	128
DOES NOT BOTHER	231	159	120	40	72
BOTHERS A LITTLE	171	147	114	33	24
BOTHERS VERY MUCH	171	142	104	38	28
BOTHERS SO MUCH WOULD LIKE TO MOVE	52	49	37	12	3
NOT REPORTED	8	7	7	-	2
NOT REPORTED	6	2	2	-	4
RENTER OCCUPIED	4 486	3 735	3 009	726	751
NO STREET OR HIGHWAY NOISE	3 004	2 433	1 931	502	571
WITH STREET OR HIGHWAY NOISE	1 465	1 287	1 067	221	178
DOES NOT BOTHER	614	520	421	98	95
BOTHERS A LITTLE	544	486	399	87	58
BOTHERS VERY MUCH	157	141	120	21	17
BOTHERS SO MUCH WOULD LIKE TO MOVE	145	136	122	13	9
NOT REPORTED	5	5	4	2	-
NOT REPORTED	17	15	12	3	2
NO AIRPLANE TRAFFIC NOISE	3 789	3 114	2 552	562	675
WITH AIRPLANE TRAFFIC NOISE	680	605	445	160	75
DOES NOT BOTHER	331	283	208	75	48
BOTHERS A LITTLE	224	199	150	49	25
BOTHERS VERY MUCH	78	76	54	23	2
BOTHERS SO MUCH WOULD LIKE TO MOVE	35	35	22	12	-
NOT REPORTED	12	12	10	2	-
NOT REPORTED	17	15	12	3	2
NO HEAVY TRAFFIC	2 890	2 365	1 841	523	526
WITH HEAVY TRAFFIC	1 580	1 357	1 159	198	223
DOES NOT BOTHER	872	724	615	109	147
BOTHERS A LITTLE	426	374	321	53	53
BOTHERS VERY MUCH	170	153	130	23	17
BOTHERS SO MUCH WOULD LIKE TO MOVE	105	99	90	10	6
NOT REPORTED	7	7	3	3	-
NOT REPORTED	16	13	9	5	3
NO STREETS IN NEED OF REPAIR	3 620	3 055	2 452	603	565
WITH STREETS IN NEED OF REPAIR	843	663	548	115	180
DOES NOT BOTHER	242	178	144	34	64
BOTHERS A LITTLE	269	209	176	33	60
BOTHERS VERY MUCH	248	206	167	40	42
BOTHERS SO MUCH WOULD LIKE TO MOVE	76	65	59	6	12
NOT REPORTED	7	5	3	2	2
NOT REPORTED	23	17	9	8	6
NO ROADS IMPASSABLE	3 806	3 166	2 549	616	640
WITH ROADS IMPASSABLE	652	546	448	98	106
DOES NOT BOTHER	174	136	110	26	37
BOTHERS A LITTLE	218	190	153	38	27
BOTHERS VERY MUCH	200	171	144	27	29
BOTHERS SO MUCH WOULD LIKE TO MOVE	56	46	40	6	10
NOT REPORTED	5	3	2	1	2
NOT REPORTED	28	23	12	11	4
NO OCCUPIED HOUSING IN RUNDOWN CONDITION	3 586	2 973	2 339	633	614
WITH OCCUPIED HOUSING IN RUNDOWN CONDITION	877	744	656	88	133
DOES NOT BOTHER	226	174	154	20	51
BOTHERS A LITTLE	236	201	176	25	36
BOTHERS VERY MUCH	238	211	193	19	27
BOTHERS SO MUCH WOULD LIKE TO MOVE	157	142	121	21	15
NOT REPORTED	20	15	12	3	5
NOT REPORTED	23	19	14	5	4

TABLE A-12 SELECTED NEIGHBORHOOD CHARACTERISTICS FOR HOUSING UNITS WITH HOUSEHOLD HEAD OF SPANISH ORIGIN: 1977

(NUMBERS IN THOUSANDS)

UNITED STATES	UNITED STATES	INSIDE SMSA'S			OUTSIDE SMSA'S
		TOTAL	IN CENTRAL CITIES	NOT IN CENTRAL CITIES	
NEIGHBORHOOD CONDITIONS					
OWNER OCCUPIED	1 558	1 179	626	553	379
NO STREET OR HIGHWAY NOISE	1 078	792	403	388	286
WITH STREET OR HIGHWAY NOISE	478	385	223	163	93
DOES NOT BOTHER	165	129	79	49	36
BOTHERS A LITTLE	229	186	100	85	43
BOTHERS VERY MUCH	66	54	35	20	11
BOTHERS SO MUCH WOULD LIKE TO MOVE	18	15	7	8	2
NOT REPORTED	2	2	2	-	-
NOT REPORTED	2	2	-	2	-
NO AIRPLANE TRAFFIC NOISE	1 295	938	472	466	358
WITH AIRPLANE TRAFFIC NOISE	261	239	154	85	22
DOES NOT BOTHER	115	105	66	39	11
BOTHERS A LITTLE	99	91	60	32	8
BOTHERS VERY MUCH	33	31	24	7	2
BOTHERS SO MUCH WOULD LIKE TO MOVE	7	7	3	3	1
NOT REPORTED	5	5	2	4	-
NOT REPORTED	2	2	-	2	-
NO HEAVY TRAFFIC	1 123	836	423	413	287
WITH HEAVY TRAFFIC	433	342	204	138	91
DOES NOT BOTHER	167	119	80	39	48
BOTHERS A LITTLE	173	144	78	66	30
BOTHERS VERY MUCH	83	70	38	32	12
BOTHERS SO MUCH WOULD LIKE TO MOVE	8	7	7	-	2
NOT REPORTED	2	2	-	2	-
NOT REPORTED	2	2	-	2	1
NO STREETS IN NEED OF REPAIR	1 249	971	516	455	278
WITH STREETS IN NEED OF REPAIR	307	206	110	96	101
DOES NOT BOTHER	59	41	22	19	19
BOTHERS A LITTLE	124	82	46	36	42
BOTHERS VERY MUCH	114	78	40	38	36
BOTHERS SO MUCH WOULD LIKE TO MOVE	7	6	2	4	2
NOT REPORTED	-	-	-	-	-
NOT REPORTED	2	2	-	2	1
NO ROADS IMPASSABLE	1 370	1 054	560	494	315
WITH ROADS IMPASSABLE	183	120	64	55	63
DOES NOT BOTHER	32	19	10	9	13
BOTHERS A LITTLE	70	47	29	19	23
BOTHERS VERY MUCH	70	46	22	24	24
BOTHERS SO MUCH WOULD LIKE TO MOVE	10	7	3	3	3
NOT REPORTED	1	1	-	1	-
NOT REPORTED	6	5	2	3	1
NO OCCUPIED HOUSING IN RUNDOWN CONDITION	1 387	1 038	555	483	349
WITH OCCUPIED HOUSING IN RUNDOWN CONDITION	167	137	69	68	30
DOES NOT BOTHER	48	38	17	21	9
BOTHERS A LITTLE	55	46	23	22	9
BOTHERS VERY MUCH	47	38	21	17	9
BOTHERS SO MUCH WOULD LIKE TO MOVE	16	13	8	5	2
NOT REPORTED	2	1	-	2	1
NOT REPORTED	3	3	2	2	-
NO COMMERCIAL OR NONRESIDENTIAL ACTIVITIES	1 260	927	465	462	333
WITH COMMERCIAL OR NONRESIDENTIAL ACTIVITIES	294	248	159	89	46
DOES NOT BOTHER	225	191	121	70	34
BOTHERS A LITTLE	43	37	21	16	7
BOTHERS VERY MUCH	13	9	7	2	3
BOTHERS SO MUCH WOULD LIKE TO MOVE	7	7	5	2	-
NOT REPORTED	6	5	5	-	1
NOT REPORTED	3	3	2	2	-
NO ODORS, SMOKE, OR GAS	1 403	1 057	567	490	346
WITH ODORS, SMOKE, OR GAS	151	119	59	60	32
DOES NOT BOTHER	21	14	5	9	6
BOTHERS A LITTLE	65	51	27	24	14
BOTHERS VERY MUCH	48	40	17	23	8
BOTHERS SO MUCH WOULD LIKE TO MOVE	17	14	10	4	3
NOT REPORTED	-	-	-	-	-
NOT REPORTED	4	3	-	3	2
ADEQUATE STREET LIGHTS	1 145	859	484	375	286
INADEQUATE STREET LIGHTS	405	316	142	173	89
DOES NOT BOTHER	180	99	36	63	81
BOTHERS A LITTLE	134	117	70	46	18
BOTHERS VERY MUCH	114	95	35	61	19
BOTHERS SO MUCH WOULD LIKE TO MOVE	3	2	2	-	1
NOT REPORTED	4	3	-	3	1
NOT REPORTED	8	4	-	4	4

TABLE A-12 SELECTED NEIGHBORHOOD CHARACTERISTICS FOR HOUSING UNITS WITH HOUSEHOLD HEAD OF SPANISH ORIGIN: 1977—CONTINUED
(NUMBERS IN THOUSANDS)

UNITED STATES	UNITED STATES	INSIDE SMSA'S			OUTSIDE SMSA'S
		TOTAL	IN CENTRAL CITIES	NOT IN CENTRAL CITIES	
NEIGHBORHOOD CONDITIONS--CONTINUED					
OWNER OCCUPIED--CONTINUED					
NO NEIGHBORHOOD CRIME	1 297	942	491	450	355
WITH NEIGHBORHOOD CRIME	254	230	133	97	24
DOES NOT BOTHER	23	22	15	7	1
BOTHERS A LITTLE	92	84	47	37	8
BOTHERS VERY MUCH	111	97	50	48	13
BOTHERS SO MUCH WOULD LIKE TO MOVE	24	23	18	5	2
NOT REPORTED	4	4	3	1	-
NOT REPORTED	7	7	2	6	-
NO TRASH, LITTER, OR JUNK	1 288	966	500	466	322
WITH TRASH, LITTER, OR JUNK	265	208	124	83	57
DOES NOT BOTHER	35	25	12	13	10
BOTHERS A LITTLE	94	69	46	23	24
BOTHERS VERY MUCH	122	100	56	44	22
BOTHERS SO MUCH WOULD LIKE TO MOVE	13	12	9	3	1
NOT REPORTED	2	2	2	-	-
NOT REPORTED	5	5	2	3	-
NO BOARDED UP OR ABANDONED STRUCTURES	1 456	1 107	593	514	349
WITH BOARDED UP OR ABANDONED STRUCTURES	100	69	33	36	30
DOES NOT BOTHER	35	17	5	12	17
BOTHERS A LITTLE	32	24	12	12	8
BOTHERS VERY MUCH	27	25	14	11	2
BOTHERS SO MUCH WOULD LIKE TO MOVE	4	3	2	2	1
NOT REPORTED	2	-	-	-	2
NOT REPORTED	3	3	-	3	-
RENTER OCCUPIED	2 056	1 809	1 211	597	247
NO STREET OR HIGHWAY NOISE	1 442	1 254	826	428	188
WITH STREET OR HIGHWAY NOISE	605	548	379	170	57
DOES NOT BOTHER	246	225	156	69	21
BOTHERS A LITTLE	225	197	131	66	28
BOTHERS VERY MUCH	78	75	51	24	3
BOTHERS SO MUCH WOULD LIKE TO MOVE	54	50	39	10	4
NOT REPORTED	2	2	2	-	-
NOT REPORTED	9	6	6	-	2
NO AIRPLANE TRAFFIC NOISE	1 763	1 529	1 021	508	234
WITH AIRPLANE TRAFFIC NOISE	281	270	183	87	11
DOES NOT BOTHER	131	123	80	43	8
BOTHERS A LITTLE	93	91	67	24	2
BOTHERS VERY MUCH	43	41	29	12	2
BOTHERS SO MUCH WOULD LIKE TO MOVE	10	10	7	4	-
NOT REPORTED	4	4	-	4	-
NOT REPORTED	12	10	8	2	2
NO HEAVY TRAFFIC	1 476	1 273	829	444	202
WITH HEAVY TRAFFIC	570	526	372	153	44
DOES NOT BOTHER	303	279	207	73	24
BOTHERS A LITTLE	158	144	95	49	14
BOTHERS VERY MUCH	64	58	41	18	6
BOTHERS SO MUCH WOULD LIKE TO MOVE	42	40	26	14	2
NOT REPORTED	3	3	3	-	-
NOT REPORTED	10	10	10	-	1
NO STREETS IN NEED OF REPAIR	1 749	1 540	1 018	522	209
WITH STREETS IN NEED OF REPAIR	293	256	185	71	37
DOES NOT BOTHER	64	61	44	17	3
BOTHERS A LITTLE	109	91	67	24	17
BOTHERS VERY MUCH	94	82	55	26	12
BOTHERS SO MUCH WOULD LIKE TO MOVE	22	17	13	3	5
NOT REPORTED	5	5	5	-	-
NOT REPORTED	14	12	8	4	2
NO ROADS IMPASSABLE	1 861	1 639	1 093	546	221
WITH ROADS IMPASSABLE	178	153	105	48	25
DOES NOT BOTHER	49	39	28	12	9
BOTHERS A LITTLE	54	45	30	16	9
BOTHERS VERY MUCH	62	56	37	18	7
BOTHERS SO MUCH WOULD LIKE TO MOVE	13	13	10	3	-
NOT REPORTED	-	-	-	-	-
NOT REPORTED	18	16	13	3	2
NO OCCUPIED HOUSING IN RUNDOWN CONDITION	1 738	1 518	967	550	220
WITH OCCUPIED HOUSING IN RUNDOWN CONDITION	295	269	226	44	25
DOES NOT BOTHER	89	80	65	15	9
BOTHERS A LITTLE	86	80	68	12	5
BOTHERS VERY MUCH	76	70	60	10	6
BOTHERS SO MUCH WOULD LIKE TO MOVE	42	36	30	6	6
NOT REPORTED	3	3	3	-	-
NOT REPORTED	23	21	18	3	2

EPA REGIONAL NOISE PROGRAMS

Region I
Connecticut
Massachusetts
Maine
New Hampshire
Rhode Island
Vermont

EPA Noise Program
J.F. Kennedy Federal Building
Room 1903
Boston, MA 02203
(617) 223-5708

Region II
New Jersey
New York
Puerto Rico
Virgin Islands

EPA Noise Program
26 Federal Plaza
Room 1005
New York, NY 10007
(212) 264-2110

Region III
Delaware
District of Columbia
Maryland
Pennsylvania
Virginia
West Virginia

EPA Noise Program
6th and Walnut Streets
Philadelphia, PA 19106
(214) 597-9118

Region IV
Alabama
Florida
Georgia
Kentucky
Mississippi
North Carolina
South Carolina
Tennessee

EPA Noise Program
345 Courtland St., N.E.
Atlanta, GA 30308
(404) 881-3067

Region V
Illinois
Indiana
Michigan
Minnesota
Ohio
Wisconsin

EPA Noise Program
230 S. Dearborn
Chicago, IL 60604
(312) 886-6164

Region VI
Arkansas
Louisiana
New Mexico
Oklahoma
Texas

EPA Noise Program
1201 Elm Street
Dallas, TX 75270
(204) 767-2734

Region VII
Iowa
Kansas
Missouri
Nebraska

EPA Noise Program
324 East 11th Street
Kansas City, MO 64106
(816) 374-3307

Region VIII
Colorado
Montana
North Dakota
South Dakota
Utah
Wyoming

EPA Noise Program
1860 Lincoln Street
Denver, CO 80295
(303) 837-2221

Region IX
Arizona
California
Hawaii
Nevada

EPA Noise Program
215 Fremont Street
San Francisco, CA 94105
(415) 556-4606

Region X
Alaska
Idaho
Oregon
Washington

EPA Noise Program
1200 Sixth Avenue
Seattle, WA 98101
(206) 442-1253

NOISE BUTTONS

Noise buttons and other novelty items are available from the firms listed below.

CALIFORNIA

Noel Assoc.
123 Townsend Street
San Francisco, CA 94107
415/957-1770 . . . . . Ron Wolfman

1,000—$154.00
5,000—$136.00/thousand
10,000—$134.00/thousand

COLORADO

Colorado Badge and Trophy Company
7051 Champa Street
Denver, CO 80205
303/292-1476 . . . . . Karen

1,000—$168.00/thousand*
5,000—$160.00/thousand*
10,000—$156.00/thousand*
*three weeks delivery

Al Badge and Buttons and Ribbons
470 S. Colorado Boulevard, Suite 205
Denver, CO 80222
303/321-0361 . . . . . Bob Hawkins

1,000—$144.00
5,000—$675.00
10,000—$1,300.00

GEORGIA

Atlanta Advertising Novelty Company
133 Carnegie Way, N.W., Suite 421
Atlanta, GA 30303
404/522-9343 . . . . . Iris

1,000—$153.00/thousand
5,000—$144.00/thousand
10,000—$139.00/thousand
$15.00 plate charge
Straight pin backs are a little less expensive.

GEORGIA (cont.)

Badge Man
Atlanta, GA
404/289-1469 . . . . . Bob Moore

1,000—$160.00
5,000—$130.00/thousand
10,000—$113.00/thousand

The Sloding Company
684 Spring Street
Atlanta, GA 30308
404/881-8000 . . . . . Larry Gerson

1,000—$120.45
5,000—$107.00/thousand
10,000—$101.00/thousand
Delivery—16-20 days

ILLINOIS

Creative Awards By Lane
32 West Randolph Street
Chicago, IL 60601
312/782-4756 . . . . . Fran

1,000—$147.00
5,000—$1,650.00
10,000—$141.00/thousand
Delivery—2-2½ weeks

Bob Everson Enterprises
222 West Adams Street, Room 248
Chicago, IL 60608
312/236-9125 . . . . . Mrs. Ryan

1,000—$121.68
5,000—$107.70/thousand
10,000—$97.86/thousand

MASSACHUSETTS

A.D. Smith and Assoc.
P.O. Box 342
Sudbury, MA 01776
617/254-4000 . . . . . Lee Jensen

1,000—$179.00
5,000—$795.00
10,000—$1,540.00
Delivery—3-4 weeks

TEXAS

South Western Badge & Stamp Works
910½ West 19th
Houston, TX
862-7700 . . . . . Janette

1,000—$176.00
5,000—$170.00/thousand
10,000—$87.00/thousand
$3.50 extra per hundred for closed back

American Stamp & Novelty
1031 Richmond Avenue
Houston, TX
524-8243 . . . . . Mr. Schuyler

1,000—$425.15
5,000—$864.41
10,000—$828.25

LOUISIANA

Ed Smith Stencil Works Inc.
326 Lamp
New Orleans, LA
504/525-2128 . . . . . J.G. Moore

1,000—$188.00/thousand
5,000—$177.00/thousand
10,000—$173.00/thousand
lithograph button—$98 per thousand

LOUISIANA (cont.)

Advertising Specialty & Supply Co. Inc.
123 10th Street
New Orleans, LA
488-7666 . . . . . Mr. Richard Hunt

1,000—16 cents each
5,000—14 cents each
10,000—13 cents each

MODERN TALKING PICTURES—JET ROAR

FILM & VIDEOCASSETTE LIBRARIES

Atlanta, Georgia 30336 #*
4705 E. Bakers Ferry Road
Bob Cole (404) 696-2925

Boston, Massachusetts
230 Boylston St.
Chestnut Hill, MA 02176
Jim Lowe (617) 527-4184

Buffalo, New York 14202
254 Delaware Avenue
Fred Buchan (716) 853-1805

Cedar Rapids, Iowa 52404
200 Third Avenue SW
Loreta Sweet (319) 363-8144

Charlotte, North Carolina 28208
1889 I-85 South
Max Austin (704) 392-0381

Chicago, Illinois #
1687 Elmhurst Road
Elk Grove, IL 60007
Hal Smith (312) 593-3250

Cincinnati, Ohio 45202
9 Garfield Place
Donald Zink (513) 421-2516

Cleveland, Ohio 44115
2902 Euclid Avenue
Anna Di Cianne (216) 621-9469

Dallas, Texas 75207
1411 Slocum St.
Curtis Hensley (214) 742-4106

Denver, Colorado 80204
1200 Stout Street
Patricia Gleich (303) 571-1702

Detroit, Michigan
21421 Hilltop St., Suite 23
P.O. Box 5022
Southfield, MI 48037
Michael Budzisz (313) 273-2070

Honolulu, Hawaii 96819
205 Kalihi Street
Judy Nasu (808) 848-0809

Houston, Texas 77087
4500 S. Wayside, Suite 101
Ruth Due (713) 641-0475

Indianapolis, Indiana 46204
116 East Michigan Street
Eldona Pott (317) 635-5331

Los Angeles, California 90038
1146 N. McCadden Place
Dean Kaner (213) 469-8282

Minneapolis, Minnesota 55420
9129 Lyndale Ave. S.
Cairan Eigen (612) 884-5383

Philadelphia, Pennsylvania
3370 Progress Drive
Cornwells Heights, PA 19020
Don Arcangel (215) 639-6450

Pittsburgh, Pennsylvania 15222
910 Penn Avenue
Patricia Dillon (412) 471-9118

#Also includes Television
*Also incluces Theatrical

MODERN TALKING PICTURES—JET ROAR (Continued)

FILM & VIDEOCASSETTE LIBRARIES

St. Petersburg, Florida 33709 #*
5000 Park Street, North
TV & Theatrical (800) 237-8913
Other film (813) 541-6661

St. Louis, Missouri
86 Weldon Parkway
Maryland Heights, MO 63043
George Blackmore (314) 567-4278

San Francisco, California 94105 #*
149 New Montgomery Street
Ruth Kraenzel (415) 543-4075

Seattle (Tukwila), Washington 98188
1028 Industry Drive
Winston O. Siler (206) 575-1575

Summit, New Jersey 07901
315 Springfield Avenue
Julia Del Coro (201) 277-6300
Serving New Jersey and Southern
New York State

Washington, D.C. 20036
Rm. 107, 2000 L St., N.W.
Bradley Steward (202) 659-9234

#Also includes Television
*Also includes Theatrical

SCHEDULING CENTER

5000 Park Street, North, St. Petersburg, Florida 33709
(813) 541-6661 Larry Gunter, Manager
The Center can arrange bookings of most films anywhere in the United States.

TO ORDER FILMS & VIDEOCASSETTES

Regular—3 weeks or more before show date. Mail your order to our Scheduling Center.

Short Notice—10 days to 3 weeks before show. Phone your order to our Scheduling Center.

Emergency—less than 10 days before show date. Phone your order to our regional library closest to the show location.

GENERAL OFFICES

5000 Park Street, North, St. Petersburg, Florida 33709
(813) 541-7571

SALES OFFICES

International Building
45 Rockefeller Plaza
New York, New York 10020
(212) 765-3100
Jack Lusk, V.P.

1901 L St., N.W.
Washington, D.C. 20036
(202) 293-1222
Robert A. Kelley, V.P.

2020 Prudential Plaza
Chicago, IL 60601
(312) 337-3252
Edwin L. Swanson, V.P.

1145 N. McCadden Place
Los Angeles, CA 90038
(213) 462-2202
Jack Whalen, Manager

REGIONAL TECHNICAL ASSISTANCE CENTERS

EPA Region Served	Grantee	Project Manager
I Maine, Vermont New Hampshire Massachusetts Connecticut Rhode Island	University of Hartford 200 Bloomfield Ave. West Hartford, CT 06117	Conrad Hemond, Jr. Prof. Mech. Engineering (203) 243-4842
II New York New Jersey Puerto Rico Virgin Islands	Rutgers University Cook College P.O. Box 231 New Brunswick, NJ	Dr. A.J. Kaplovsky Chairman Dept. of Env. Sci. (201) 932-2124
III Pennsylvania Maryland, Delaware Virginia, West Virginia District of Columbia	University of Maryland, College of Engineering, Glen L. Martin Inst. of Technology College Park, MD 20742	Dr. Patrick Cunniff Prof. & Chairman Dept. of Mech. Eng. (301) 454-2410
IV Kentucky, Tennessee Mississippi, Alabama Georgia, South Carolina North Carolina, Florida	North Carolina State University Box 5801 Raleigh, NC 27650	Dr. F.D. Hart, Dir. Center for Acoustic of Studies (919) 737-2373
V Minnesota, Illinois Wisconsin, Ohio Indiana, Michigan	IIT Research Institute 10 West 35th Street Chicago, IL 60616	Howard Schechter Senior Acous. Eng. (312) 567-4792
VI New Mexico Texas, Oklahoma Arkansas, Louisiana	University of Texas at Dallas Graduate Program in Environmental Sciences P.O. Box 688 Mail Station Richardson, TX 75080	George Putnicki Visiting Professor (214) 690-2979

REGIONAL TECHNICAL ASSISTANCE CENTERS (Continued)

EPA Region Served	Grantee	Project Manager
VII		
Nebraska, Iowa Kansas, Missouri	University of Iowa Wendell Johnson Speech & Hearing Center Iowa City, IA 52242	Charles V. Anderson, Associate Professor (319) 353-4308
VIII		
Montana, North Dakota South Dakota, Wyoming Utah, Colorado	University of Colorado Aerospace Engineering Science Boulder, CO 80309	James D. Foch Associate Professor (303) 492-6721
IX		
California, Nevada Arizona, Hawaii Trust Islands	University of California at Berkeley University Extension c/o Campus Research Off. M 11 Wheeler Hall Berkeley, CA 94720	Center for a Quiet Envt. Attn. Jim Buntin 1301 S. 46th Street B-167 Richmond, CA 94804
X		
Washington, Alaska Oregon, Idaho	University of Washington Seattle, WA 98195	H.C. Merchant Prof. of Mech. Eng. (206) 543-5090

SAMPLE QUIET DAY AGENDA

Time	Location	Activity
9:00 am	Town Hall steps	Opening Remarks: Mayor reads proclamation on Quiet Day. Follows with a few remarks to noise and the reason for the Day.
9:30 am-10:30 am	City park	Mime Show: Sponsored by the Lions Club in cooperation with the City Theatre/Acting Guild. Mime Show is a demonstration on noise as unwanted sound.
10:00 am-4:00 pm	Local high school	Hearing Tests conducted: Sponsored by the Health Department and the Sertoma. Free tests.
10:00 am-4:00 pm	Three street locations	Automobile Passby Tests: Sponsored by the Rotary and the Department of Highways.
10:00 am-4:00 pm	Public library	Audiovisual Displays on noise: Sponsored by the Kiwanis and the local library.
10:00 am-4:00 pm	Model home	Guided House Tours: Home and appliances/furnishings are tagged for their noise impact or their noise reduction values. Sponsored by the Chamber of Commerce and by the Neighborhood Council.
11:00 am-11:30 am	State university	Presentation by Dr. J.P. Merryweather, Professor of Engineering at the State University on weatherization and soundproofing: Sponsored by the State University in cooperation with the electric company.

SAMPLE QUIET DAY AGENDA (Continued)

Time	Location	Activity
12:00 noon-2:00 pm	City park	Picnic Lunch: Continuation of the Mime Show. Games and prizes—Hot Air Balloons—Hang Gliding—Recreational activities. Bring your own lunch. Sponsored by Department of Parks and Recreation.
2:00 pm-4:00 pm	Assistance stations	Technical assistance on home improvements for soundproofing: Sponsored by the Department of Housing and the local chapter of American Association of Retired Persons.
4:00 pm-5:00 pm	City park	Closing Ceremony: Mayor presents award of prizes for School Essay/Photography/Poster Contests.

THE QUIET COMMUNITIES PROGRAM
WISHES TO THANK THE FOLLOWING
PEOPLE & ORGANIZATIONS FOR THEIR
SUPPORT AND COOPERATION:

ACOUSTIC BARRIERS, INC.
BILSOM INTERNATIONAL
CITY OF BETHLEHEM
ROGER COUNTS
CREATIVE CONCEPTS, COOPERSBURG
GARY DANIELS
DAVE FRY AND STEPPIN' OUT!
GENRAD, CONCORD, MASS.
GREG GRAYSON
HOLE IN THE SKY
DR. JOHN PAGE
SAM PARSONS, JR.
BROOKS PAUL
PEOPLE'S THEATRE GROUP
FRAN RIPSOM
SACRED HEART HOSPITAL SPEECH AND HEARING CENTER

U.S. ENVIRONMENTAL PROTECTION AGENCY - REGION III
U.S. E.P.A. OFFICE OF NOISE ABATEMENT AND CONTROL

CITY OF ALLENTOWN:

DEPARTMENT OF COMMUNITY DEVELOPMENT
BUREAU OF PLANNING
BI-CITY HEALTH BUREAU
POLICE DEPARTMENT
RECREATION BUREAU

QUIET DAY IS A JOINT EFFORT OF THE ALLENTOWN
QUIET COMMUNITIES PROGRAM AND THE UNITED STATES
ENVIRONMENTAL PROTECTION AGENCY.

A QUIETER WORLD

it's up to us

Quiet Day in Cedar Parkway

Sunday June 3, 1979

1:00-5:00p.m.

picnicing · free frisbees & toy gliders · music & mime · exhibits · balloons

raindate June 17

WHAT IS QUIET DAY?

Quiet Day is a one-day demonstration in Allentown's beautiful Cedar Parkway to show people that there are plenty of activities that can be fun and quiet at the same time. It's a day for picnicking with family and friends, listening to music, playing games and learning about Allentown's Quiet Community Program in a relaxing and enjoyable atmosphere.

AMERICA'S FIRST QUIET COMMUNITY - WHAT DOES IT MEAN?

Allentown was selected by the Environmental Protection Agency to be America's First Quiet Community because of our interest in reducing noise pollution and our community's ability to work together on common problems. The outcome of our study will affect other American cities' noise control programs.

So far, there have been extensive studies of Allentown's noise sources as well as citizen inverviews about the noise problems they would like corrected. The Quiet Community Program is currently working on solutions to these noise problems, solutions that will be used as models Nationwide.

Quiet Day is a day to show Allentown's citizens some of the things we've learned, and have fun at the same time.

PLEASE JOIN US!!

HERE'S WHAT'S HAPPENING ON QUIET DAY

ENTERTAIN-MENT & MUSIC	Dave Fry and Steppin' Out! the Valley's Best Country Rock and Swing Band, along with People's Theatre, Bethlehem's Pantomime Group will be performing continuously from 1:00 p.m. to 5:00 p.m. They will perform on the bandshell in back of the Recreation Building - 3000 Parkway Boulevard
FUN & GAMES	"New Games," the latest innovation in non-competitive games, will be taught by the Allentown Recreation Department. Young and Old, Big and Little - they're a new kind of fun for the whole family. 600 FREE Frisbees will be handed out for the "Frisbee Free For All War." It's scheduled to commence around 2:00 p.m. behind the Recreation Building across the creek. There will also be a thousand Chuck Glidders and free Quiet Day Balloons for the youngsters.
DEMON-STRATIONS	Hot Air Balloons (Weather Permitting); Radio Control Soaring Demonstration; Hang Glidder Displays
EDUCATIONAL DISPLAYS	Scattered all over the parking lot behind the Recreation Barn will be acoustical equipment displays and demonstration of equipment, sound level monitors and much more.
FREE HEARING TESTS	By Dr. Page of Sacred Heart Hospital.

THE QUIET COMMUNITIES PROGRAM WISHES TO THANK THE FOLLOWING PEOPLE & ORGANIZATIONS FOR THEIR SUPPORT AND COOPERATION:

Cetronia Ambulance Corp.
Tibor Egervary
Ed Emig
Dave Fry and Band
Alan Gaumer
Ingersoll-Rand Equipment Corp.
Craig Kastelnik
Lehigh Valley Wheelman, Inc.
Dave Lyle
Mack Trucks, Inc.
Scott McGinness
Municipal Opera Company
The Noble Band
Dr. John Page
Sam Parson Jr.
People's Theatre Group
Pizza Hut of Reading, Inc.
Anny Prince
Fran Ripsom
Peter and Barnaby Ruhe
Mark Sadan
Sacred Heart Hospital Speech & Hearing Center
Sertoma Club

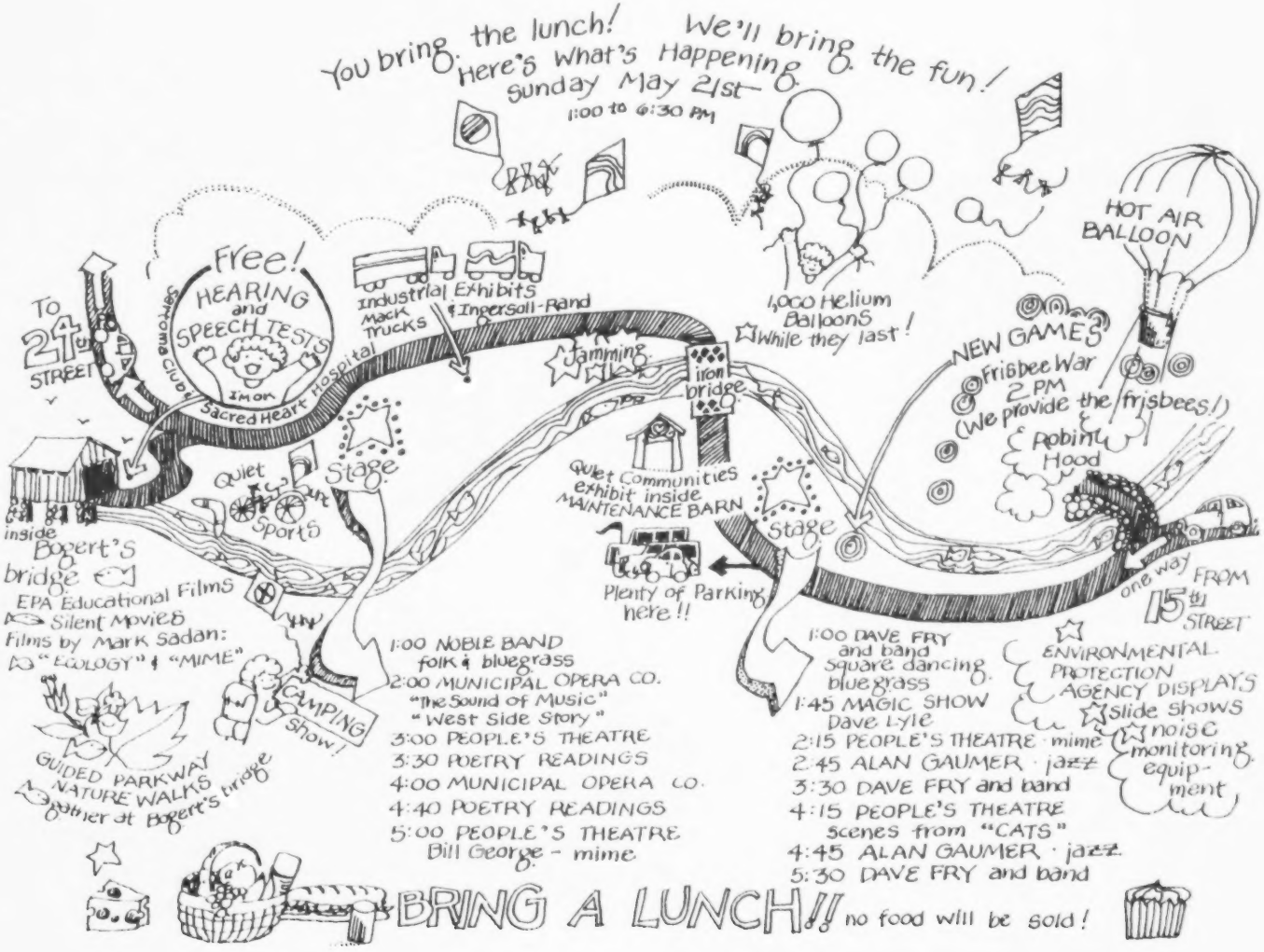
U.S. Environmental Protection Agency-Region II
U.S. Environmental Protection Agency-Region III
U.S. EPA Office of Noise Abatement and Control

City of Allentown:

Community Development Department
Bi-City Health Bureau
Office of Information & Services
Parks Bureau
Police Department
Recreation Bureau

QUIET WEEKEND is a joint effort of the Allentown Quiet Communities Program and the United States Environmental Protection Agency.

Sunday, May 21st raindate Sunday June 11th
1:00—6:30 PM Lehigh Parkway
Allentown, Pennsylvania


You bring the lunch! We'll bring the fun!
Here's What's Happening
Sunday May 21st
1:00 to 6:30 PM
To 24th STREET
Free!
HEARING and SPEECH TESTS
Symptoms Quiz
I'm OK
Sacred Heart Hospital
Industrial Exhibits
Mack Trucks
Ingersall-Rand
Jamming
Iron bridge
4000 Helium Balloons While they last!
HOT AIR BALLOON
NEW GAMES
Frisbee War
2 PM
(We provide the frisbees!)
Robin Hood
Quiet Sports
Stage
Quiet Communities exhibit inside MAINTENANCE BARN
Stage
inside Bogert's bridge
EPA Educational Films
Silent Movies
Films by Mark Sadan:
"ECOLOGY" & "MIME"
Plenty of Parking here!!
one way FROM 15th STREET
CAMPING Show!
GUIDED PARKWAY NATURE WALKS
Gather at Bogert's bridge
1:00 NOBLE BAND
folk & bluegrass
2:00 MUNICIPAL OPERA CO.
"The Sound of Music"
"West Side Story"
3:00 PEOPLE'S THEATRE
3:30 POETRY READINGS
4:00 MUNICIPAL OPERA CO.
4:40 POETRY READINGS
5:00 PEOPLE'S THEATRE
Bill George - mime
1:00 DAVE FRY and band
Square dancing
bluegrass
1:45 MAGIC SHOW
Dave Lyle
2:15 PEOPLE'S THEATRE - mime
2:45 ALAN GAUMER - jazz
3:30 DAVE FRY and band
4:15 PEOPLE'S THEATRE
scenes from "CATS"
4:45 ALAN GAUMER - jazz
5:30 DAVE FRY and band
ENVIRONMENTAL PROTECTION AGENCY DISPLAYS
Slide Shows
noise monitoring equipment
BRING A LUNCH!! no food will be sold!

APPENDIX B

Quiet School Program Materials

HEARING TEST PROGRAM STRATEGY
- Noise and Your Hearing
- Hear Here
- Think Quietly About Noise

ELEMENTARY MODULE
- Sounds Alive
- Teachers Guide for Sounds Alive

SECONDARY NOISE TEACHING GUIDE
- Preparing for a Quieter Tomorrow

ELEMENTARY TEACHING MATERIALS FROM THE DARLINGTON, ENGLAND QUIET EXPERIMENT

Noise: A Health Problem
School Asbestos Program: Questions and Answers
Noise Considerations in Asbestos Removal or Alteration
Decibel Chart
Selected Articles

Other Resources

Noise: A Health Problem
About Sound
Noise and its Measurement
Noise at Work
Noise Around Our Homes
Quiet Man's Best Friend
Quieting in the Home
Is Quiet Possible at the Dudley Home?
Noise: A Challenge to Cities
Noise: A Community Problem, A Community Solution

Posters: Quiet: A National Resource
- Ear
- Shatter

Film: Jet Roar

Public Service Announcements:
- Ear (30 seconds)
- Shatter (30 seconds)

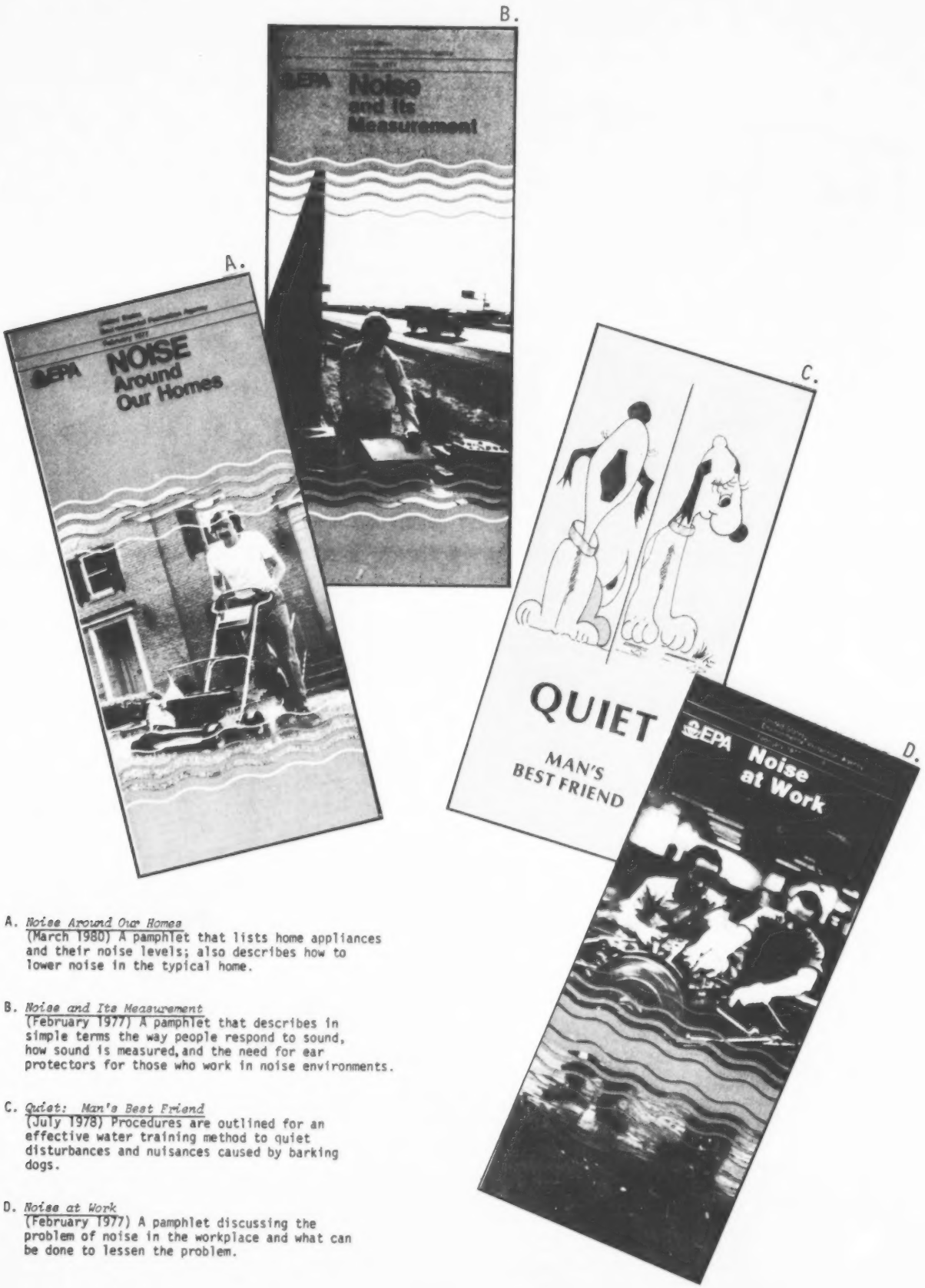
Slide/Tape Presentations:
- George Show
- Des Moines Story
- The Sounds of Noise

Preceding page blank

A.

B.

A. *Noise: A Health Problem*
(August 1978) A booklet describing the impact of noise on hearing and health. Also available in Spanish (June 1980).

B. *About Sound*
(May 1976) A booklet describing the fundamentals of acoustics and noise and how sound is propagated, described, and perceived.

A. *Noise Around Our Homes*
(March 1980) A pamphlet that lists home appliances and their noise levels; also describes how to lower noise in the typical home.

B. *Noise and Its Measurement*
(February 1977) A pamphlet that describes in simple terms the way people respond to sound, how sound is measured, and the need for ear protectors for those who work in noise environments.

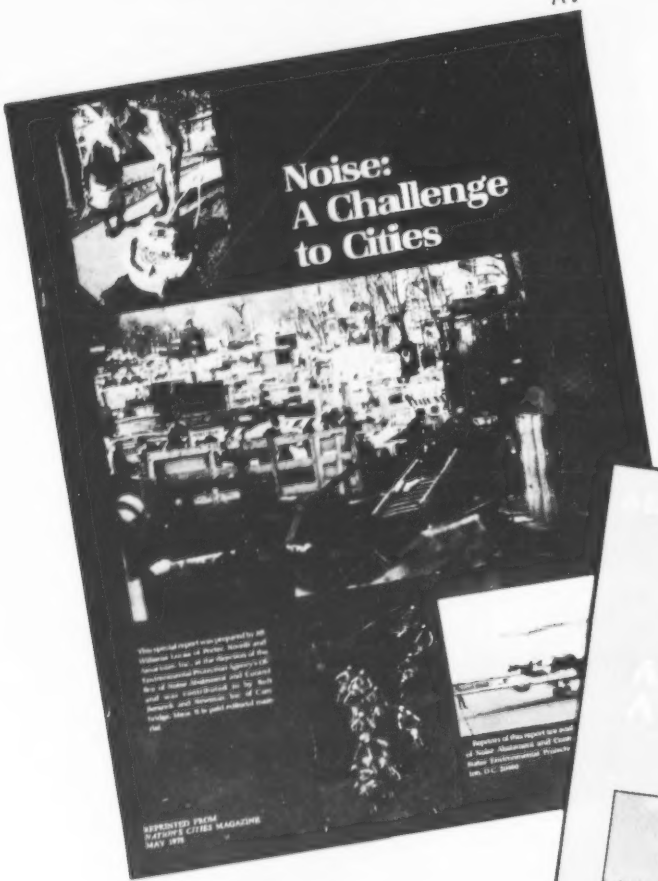
C. *Quiet: Man's Best Friend*
(July 1978) Procedures are outlined for an effective water training method to quiet disturbances and nuisances caused by barking dogs.

D. *Noise at Work*
(February 1977) A pamphlet discussing the problem of noise in the workplace and what can be done to lessen the problem.

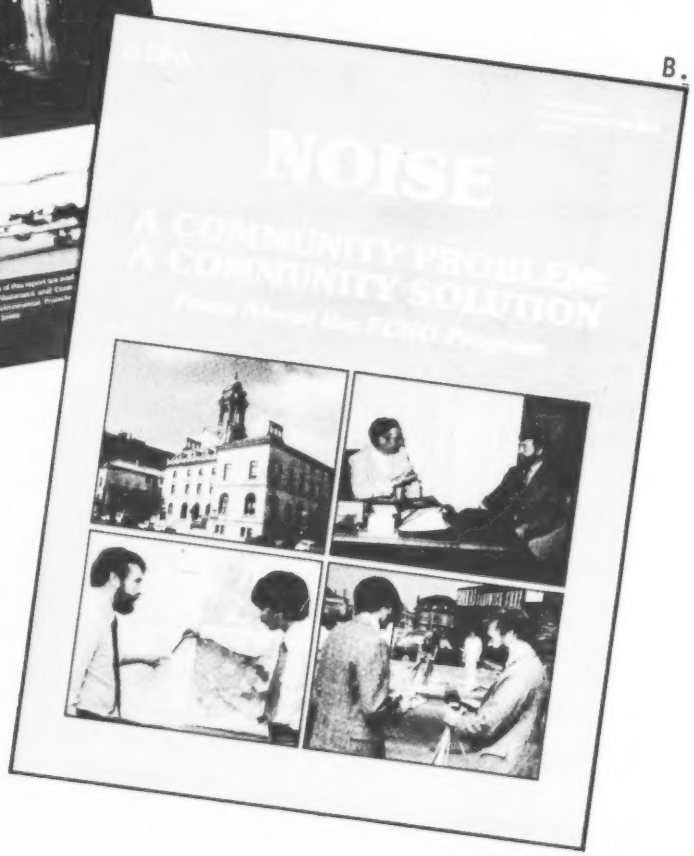
A. *Quieting in the Home*
(October 1978) A soft-cover book that provides helpful practical techniques to solve many common noise problems; reprinted from National Bureau of Standards Handbook 119.

B. *Is "Quiet" Possible at the Dudley Home?*
(December 1978) A cartoon poster cross section of a house and simple self-help suggestions for a quieter home.

A.



B.



A. *Noise: A Challenge to Cities*
A reprint of a report that provides general information on noise, how it affects our lives, how some cities are responding to noise pollution, and how the U.S. Environmental Protection Agency is assisting communities. The report was published in the May 1978 issue of Nation's Cities magazine.

B. *Noise, A Community Problem: A Community Solution*
(1980) A brochure outlining the ECHO (Each Community Helps Others) Program. This is designed to help communities with scarce resources solve their noise problems by working with expert advisors from other communities that have faced and met similar challenges.

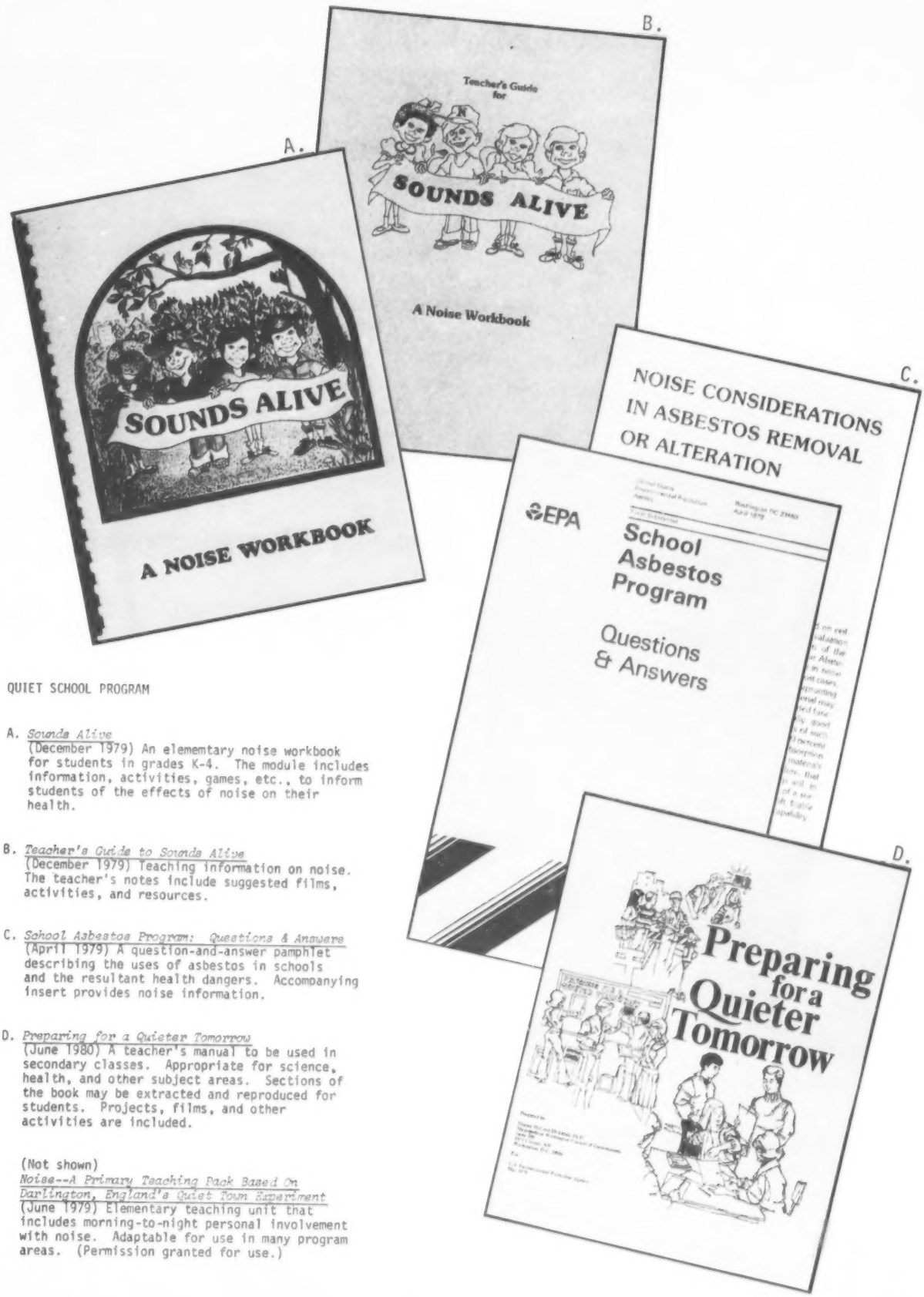
QUIET SCHOOL PROGRAM

A. *Hear Here!*
(April 1979) A foldout for children in grades 4-6 that includes a series of word games and puzzles all dealing with noise and hearing.

B. *Noise and Your Hearing*
(April 1979) A foldout with a series of information panels for children in grades K-3 to acquaint them with sources of noise and its impact on their health.

C. *School Hearing Test Program Strategy*
A plan of action for school officials to implement. The three brochures listed are to be used in implementing this program.

D. *Think Quietly About Noise*
(April 1979) A pamphlet for youth and adults that specifically focuses on noise and its impact on hearing.



QUIET SCHOOL PROGRAM

A. *Sounds Alive*
(December 1979) An elememtary noise workbook for students in grades K-4. The module includes information, activities, games, etc., to inform students of the effects of noise on their health.

B. *Teacher's Guide to Sounds Alive*
(December 1979) Teaching information on noise. The teacher's notes include suggested films, activities, and resources.

C. *School Asbestos Program: Questions & Answers*
(April 1979) A question-and-answer pamphlet describing the uses of asbestos in schools and the resultant health dangers. Accompanying insert provides noise information.

D. *Preparing for a Quieter Tomorrow*
(June 1980) A teacher's manual to be used in secondary classes. Appropriate for science, health, and other subject areas. Sections of the book may be extracted and reproduced for students. Projects, films, and other activities are included.

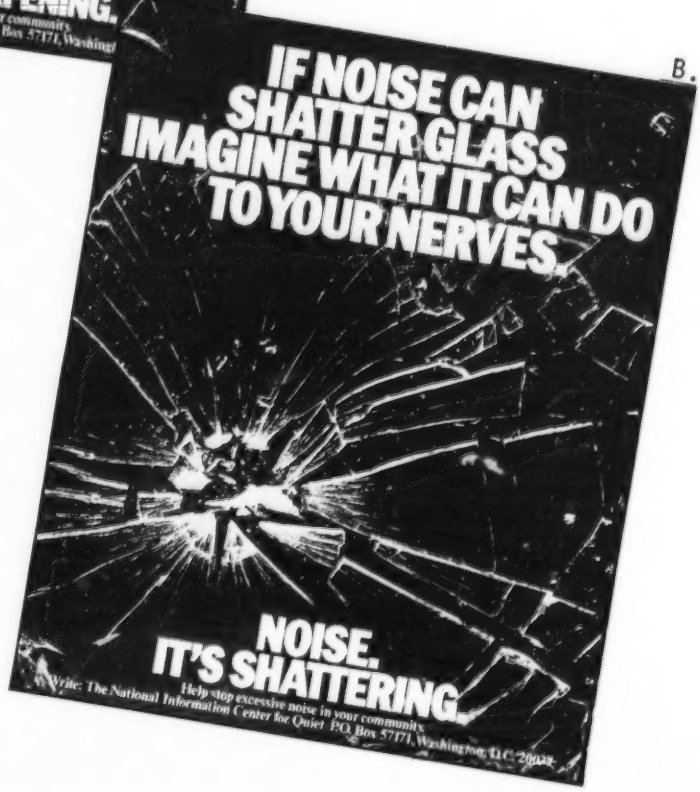
(Not shown)
Noise--A Primary Teaching Pack Based On Darlington, England's Quiet Town Experiment
(June 1979) Elementary teaching unit that includes morning-to-night personal involvement with noise. Adaptable for use in many program areas. (Permission granted for use.)

A. *Quiet: A National Resource* (poster)
Full-Color Poster, 17" X 22".

B. *Noise and You* (poster with decibel chart)
Black and White Poster, 15" X 19".

THE FINEST SOUND SYSTEM
IN THE WORLD
IS SLOWLY BEING DESTROYED.
NOISE.
IT CAN BE DEAFENING.
Help stop excessive noise in your community.
Write: The National Information Center for Quiet P.O. Box 57171, Washing

A.


IF NOISE CAN
SHATTER GLASS
IMAGINE WHAT IT CAN DO
TO YOUR NERVES.
NOISE.
IT'S SHATTERING.
Help stop excessive noise in your community.
Write: The National Information Center for Quiet P.O. Box 57171, Washington, D.C. 20037

B.

A. *Noise, It Can Be Deafening* (poster)
"The Finest Sound System in the World Is Slowly Being Destroyed"
Black and White Poster, 15" X 19".

B. *Noise, It's Shattering* (poster)
"If Noise Can Shatter Glass, Imagine What It Can Do To Your Nerves"
Black and White Poster, 15" X 19".

Jet Roar
(June 1977) A pamphlet describing a film that examines the jet aircraft noise problem from an environmental perspective. The film demonstrates that something can be done about aviation noise. Information on how to obtain this film is enclosed in the pamphlet and in Appendix A.

ADDITIONAL RESOURCES AVAILABLE

AIRPORT NOISE ABATEMENT PLANNING

June 1977. A booklet that presents a technique for determining the levels of noise in and around airports for purposes of land use planning and airport regulation.

QUIET COMMUNITIES: MINIMIZING THE EFFECTS OF NOISE THROUGH LAND USE CONTROLS

March 1979. A manual focusing on control of noise through effective land use plans and regulation at the local government level.

PROTECTIVE NOISE LEVELS: CONDENSED VERSION OF EPA LEVELS DOCUMENT

Condensed version of EPA Levels Document. A document that complements the 1974 Levels Document, which describes levels of noise required to protect public health and welfare. This version is less technical and easier to understand.

STAFF RESOURCES FOR NOISE CONTROL

A book designed to assist local noise officials in overcoming staffing problems. This book identifies human resource programs and proposes a strategy for developing program linkages.

COLORADO SPRINGS, COLORADO: Case History of a Municipal Noise Control Program

HILLSBOROUGH COUNTY, FLORIDA: Case History of a County Noise Control Program

SAN DIEGO, CALIFORNIA: Case History of a Municipal Noise Control Program

QUIETING A CITY: A Brief History of Noise Control in Minneapolis

MINI CASE HISTORY OF THREE CALIFORNIA COMMUNITIES

A series of studies of the background, development and components of successful local noise programs for use by other communities in solving their noise problems.

If interested in obtaining these publications, please write: Noise Office, ANR-471, Washington, D.C. 20460.

Name _____

Address _____

_____

Phone _____